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ABSTRACT

This program evaluation of the 1967 summer Head Start Program examines data in these areas: (1) program functioning; (2) student gains and school readiness; (3) parent involvement; and (4) ancillary services. The report evaluates 720 classrooms which contained 23,000 children and utilized 51 supervisors, 260 head teachers, 728 group teachers, and 8,100 subprofessional staff. Methods of assessment included systematic observation, questionnaires, and interviews. Also used as sources of information were intelligence tests given to a subsample of the students, surveys of staff files, and Board of Education Head Start files and meetings with head staffs, supervisors, and parent groups. Many of the forms used for assessment are found in the appendixes. Results of the data indicate that the program was successful in achieving its stated aims. Conclusions are discussed and recommendations made in terms of administration and communication, staffing, equipment and space, program success rates, parent involvement, child progress and school readiness, and ancillary programs which include social, psychiatric, psychological, medical, and dental services. The durability of the results can be measured only in a followup study. (SDH)

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PRESCHOOL CHILD DEVELOPMENT PROGRAM (HEAD START)

IN DISADVANTAGED AREAS OF NEW YORK CITY

SUMMER 1967

Abraham A. Chaplan and Joan Platoff

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the summer of 1967.

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Committee on Field Research and Evaluation
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ABSTRACT

Comprehensive data were gathered on all of the staff and children in the seven-week, Summer 1967 Head Start Program, in order to assess the functioning of the program, the gains made by the children, and the degree to which the program prepared the children for kindergarten and first grade. The parent involvement program and ancillary services were also studied.

These data showed that the program was successful in achieving its stated aims. The durability of these gains can only be measured in a followup study.

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CHAPTER I

INTRODUCTION AND EVALUATION PLAN

The "Preschool Child Development Program (Head Start)" was funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10) and the Office of Economic Opportunity. The evaluation was performed under contract with the Board of Education of the City of New York. The general description of the program, excerpted from the Board of Education project description, is included here to provide a frame of reference for the reader, since the concept Head Start conjures up different notions to different people.

A. General Description:

> This program is an expansion of those conducted during previous summers in which children were given educational experiences aimed at fostering curiosity and developing the speaking and listening skills prerequisite for success in school. Recent studies have established that children from economically and socially disadvantaged families often have considerable difficulty when they are confronted with the learning situations of the early elementary grades. They have not had the experiences which foster curiosity, critical thinking; they do not have a positive attitude toward themselves, their families, or their schools.
>
> The proposed Preschool Child Development Program will service five- and six-year-olds without previous school experience. These children will be entering kindergarten or first grade in September, 1967. The daily three-hour-and-ten-minute sessions will be flexibly organized to make optimum use of opportunities

for such activities as discussions, rhythms, games and trips, stories, and other language experiences. Each teacher will be assisted in the classroom by a teacher aide who is a community based person and by an educational assistant. The latter are young people with college experience who may be interested in preparing for Early Childhood licensure. The children will have a daily snack and lunch period where one of the paraprofessionals will eat with them.

It is hoped that by providing staff to give social service assistance and psychological help (where needed) many young children and their families will be helped so that they may bridge the gap between their potential and actual achievement during their initial year in school.

Parents will be encouraged to become actively involved in their children's education through parent programs which will be implemented by family assistants and family workers. These nonprofessionals will work closely with the professionals and with the families of the children in the program.

There will be a deeper stress upon parent involvement this year. Parent involvement is seen as a general term used to refer to a wide range of activities which make use of educational techniques to help parents develop sounder and more effective methods of child care.

Parent involvement may also be seen as a broad social movement, and undoubtedly it has gained much of its impetus from the many changes in the social climate of families and society. Parent involvement concentrates on the mental health of the child, the parent, and on the relationship between them, but always within the context of the community.

In considering that the Preschool Child Development Program is oriented toward meeting a multiplicity of needs of families experiencing severe emotional, social, and economic deprivation, the scope of the program has been broadened. The child and his place in the family will be considered in relation to the pressures brought to bear through relationships in his school environment, and the nucleus of his formal learning experience, the school. There must be departure from the accepted middle class concerns and a rallying effort to understand the concomitant residue from extreme deprivation influencing family

and community life. Careful attention will be given to the incorporation of remedial skills, basic concepts of family living and a relearning experience in utilizing the many human welfare resources available to the community at large. Basic to all the considerations will be meeting the interests of the parents and the children.

Through the parent involvement program, we would propose to carry out the following aims:

1. A resource for parents to understand the needs of preschool children.

2. To help parents to learn to assist their children with their school work in relation to what is being taught.

3. To help parents to learn to participate in school and community life and to encourage the development of skills for total participation.

4. To help low-income parents to take an integral part in school and community life by helping them to sort out distortions, realistic aspects of communal life, and to recognize their strengths.

5. To educate parents in areas in which they express a need for further training.

6. To give them opportunities for education and recreation which they express interest in.

7. To help the parents to understand the concept of the preschool program in contrast to the various "child care" programs.

The following evaluation can be only partial at best. The true worth and value of the Head Start experience awaits the test of time. We have endeavored to provide a firm foundation upon which subsequent study could be based. This report seeks to evaluate a complex of 720 classrooms, organized within 260 schools, and it covers the interaction of 23,000 children with more than 9,000 adults. The adult group was composed of supervisors (51), head teachers (260), group teachers (728), and subprofessional staff (8,100).

The areas to be assessed, as stated in the original project description, are listed here:

B. Specific Plans for Evaluation:

Reactions of participants will be obtained by interview and questionnaire. Responses obtained will include (1) description of operations; (2) relations with other project personnel; (3) judgments and ratings of programs, activities and outcomes; (4) explanation of problems; (5) suggestions and recommendations.

Special questionnaires and interview schedules, and/or appropriate sections of questionnaires and interview schedules, will be planned to provide evaluative data for major program elements such as (1) social services, (2) psychological services, and (3) parental involvement.

Observation will be used to assess program processes and outcomes. Teams of qualified observers will visit a representative sample of the program's activities as a basis for making judgments and recommendations.

The evaluation objectives and measures to be used are as follows :

	Objectives	Method of Assessment
1.	Assessment of child development in key areas to include language development, personal-social adjustment.	Systematic observation by qualified observers on the basis of appropriate criteria.
2.	Assessment of constituent program components: classroom activities; trips; social services; psychological services; parent program; family component; lunch program; health program; library program.	Questionnaires, interview, observation.

	Objectives (continued)	Method of Assessment (continued)
3.	Reactions of participants: cluster supervisors; head teachers; teachers; educational assistants; family workers; family assistants; teacher aides; volunteers; psychologists; social workers, social work aides; parent program assistants.	Questionnaires specifically suited to the role of each type of participant will be prepared and administered to a sample of the participants in each category.
4.	Reactions of program supervisory participants: coordinator; associate coordinator; assistant coordinator of psychologists; assistant coordinator of social workers; director of school volunteers; supervisor of parent programs.	Interviews based on a specifically appropriate interview schedule will be conducted with key supervisory personnel.

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This evaluation plan is an improvement over those provided in previous programs in that it has a greater emphasis on what actually happens to the children. However, the plan contains no specifications for instruments, and the program was put into practice with little indication that an evaluation was to be conducted (e.g., teachers were not alerted during the preservice orientation period to the possibilities of an evaluation, nor to their role as members of the evaluative team). Thus the evaluators had to make rapid decisions about instruments and areas to measure, in a short-term program that would not permit a second round of data collection.

A major change of focus in the Board of Education's Head Start planning this year was in the direction of the parent involvement program, the assessment of which data we have included in this report.

Within the time allotted for our total evaluation and presentation of our report, we had to limit our observations of the ancillary professional services (e.g. medical and psychological); reports on their operations were not available at the time this report was being written.

The main focus of this report was the children and what they were getting from the program. Factors regarding the administration, teacher training, or equipment were viewed in terms of their relevance in fostering the acquisition of skills by the children.

We were interested in determining the degree to which children were being prepared for their subsequent kindergarten experience ("kindergarten readiness"). A data bank was established which can provide the groundwork for subsequent evaluation of actual performance; the data cover more than 15,000 children from the total of 23,000, and certain sets of data are available on all the children.

The conducting of this evaluation was facilitated by the top staff of the Board of Education who were involved with this program.

For a huge program, assembled and implemented over so short a time, all levels of administration functioned admirably and beyond the call of duty. A marked personal pride went into the program, which changed frustration into creative energy rather than apathy. There was good team cooperation. This group provided a flexible nerve center to the whole program and set a good "esprit" for others. For many it was an

18 hour-a-day, 7 day-a-week involvement, dealing with thousands of details, plus the additional burden of the scrutiny of citizen groups, O.E.O., and the evaluation staff.

Top administrative staff were well informed about early childhood problems. Curriculum suggestions and material were of high caliber. The administrative acumen and skill displayed in interpersonal relations would be a credit to any large corporation.

Charts of the staff lines of communication, as well as the personnel job descriptions for the Preschool Child Development Program, are presented in Appendix A, Tables 1-4.

The functioning of cluster supervisors was highly effective. The supervisors' reports showed the excellent communication of information within the program. Presented in the Appendix (Appendix A, Tables 5-7) is an example of the efficiency with which information moved from a central meeting of the 51 cluster supervisors at 110 Livingston Street to the classrooms, in one day, from agenda and minutes of the meeting to actual program activities in the individual areas.

C. Methodology

In terms of a systems theory approach, the Head Start program can be designated as one where a proposal is written according to a series of guidelines, funds are awarded within certain budget categories, staff is hired from a predetermined resource pool, orientation meetings are held to set certain areas of emphasis, classrooms are set up in already existing facilities, children are recruited according to certain priorities, classroom groups are formed and operate for seven weeks. In addition, ancillary professional services are introduced and parents are induced to participate.

Each phase of the above model brings with it assets and limitations. In some phases, there is an element of choice; in some there is none. We have felt it our responsibility to assess this particular dimension of choice versus constraint in our report, in order to give a fair estimate of the program.

As noted, the evaluation of the seven-week summer 1967 program presented certain methodological problems. The project required measurement instruments that could be distributed rapidly to all personnel connected with Child Development centers, that could elicit full and detailed response in as efficient a manner as possible, and that then might be collected and processed electronically.

The aim was to analyze a large mass of data in order to provide feedback information in sufficient time to be used in the year-round programs and in the planning of a summer program for 1968. To this end, we sought:

1. To reach and assess the opinions of all personnel associated with the program.

2. To provide respondents with a simple form to fill out in a short time, which might still tap attitudes and reactions to a wide variety of factors affecting the program.

3. To develop information-gathering instruments that would be capable of capturing subtle differences among the children and among the program components, and that yet could be handled in quantitative terms.

Our purpose at all times was to examine the program as objectively as possible, and to encourage all respondents to deal with their individual experiences in equally objective and professional terms.

Since it is an accepted fact that in any seven-week program as massive as the New York City Head Start program, some teachers will be more effective than others, some children will make greater progress than others, some communities will be better served than others, etc., this investigation attempted to focus on the structure and content of the program, in terms of its ability to offer appropriate and useful activities to the 23,000 children to whom it directed its services, as well as to their families. Our purpose was to examine program and pupils in such a way as to find out if the program was truly serving the needs of the pupils, as perceived by all levels of staff, which included both professional and community people.

The basic handicap of the evaluative procedure lay in the fact that, within a seven-week span, no valid pre- and post-testing of the children could be undertaken, and any estimates of progress made by children as a result of so brief an experience could not in any way be substantiated. Such progress can only be measured by a followup study at the end of the kindergarten or first grade year, or at the very least, after a number of months, and then only with the use of a carefully matched control group. Nonetheless, we tapped one (admittedly uncertain) source of academic improvement by asking classroom teachers their opinion of the progress which they perceived as occurring in individual children during the seven-week period. We discuss the significance and value of such information more fully in our next section on instruments and sources of data.

D. Instruments and Sources of Data

Our overall data sources included the following:

1. Digitek forms (our automated data-gathering system).
2. Stanford-Binet Intelligence Test given to subsample of children.
3. Survey of Board of Education Central Head Start files.
4. Survey of staff applications.
5. Regular meetings held with top staff at the Board of Education to discuss the problems they were encountering.
6. Supervisors' meetings and reports on program.
7. Newsletters put out by individual centers.
8. Parent advisory group meetings and parent involvement program.
9. Questionnaires sent to parents, inviting reactions to the program.
10. Discussion with ancillary service department heads.
11. Visits to individual schools by qualified early childhood education specialists.

A description of some of these instruments and sources of data follows.

Digitek Forms

Because of our awareness of the shortcomings of any short-term evaluation, and because we wanted as much information from total staff in as great depth as could be obtained on a mass scale and then analyzed rapidly, it was decided that material should be abbreviated, coded, and issued on forms suitable for optical scanning and computer processing, with accompanying direction sheets. All respondents and all centers and children were identified by numerical code, thus providing anonymity and encouraging candor. Forms were developed to cover six major categories. Question and answer sheets for Forms 1-6 are included in Appendix B.

Form #1. For the 51 supervisors of 4 or more Head Start centers and for the head teachers of each center, (a total of 260 individuals), a form evaluating overall program, staff, and training problems.

We were interested in knowing how effectively this supervisory level of staff was participating in the planning of classroom programs, auxiliary services (psychological, medical, social welfare), the lunch program, the procurement of equipment and supplies, and parent and community-related activities. We were also interested in the supervisor's role in the training of staff, both in pre-service orientation and in ongoing supervision during the seven-week session. Finally, we were interested in the opinions of supervisors and head teachers (directors of individual centers with two or more classrooms) on the problems encountered in the administering of a short-term program, with all its limitations of time, personnel, training time, recruitment possibilities, etc. We wanted to

know if some of the criticisms levelled at the summer Head Start programs in previous summers, notably the lack of adequate equipment, and poor relationships between professional and nonprofessional groups, were still applicable after two years of "shaking down."

Form #2. For 260 head teachers and more than 700 group teachers, a form eliciting the educational theory and philosophy of each teacher, her curriculum vitae, and an evaluation of different types of educational approaches deemed appropriate for use with the child population in the project.

This form was concerned with understanding the philosophical framework out of which each teacher organized her individual program. We were interested in her perceptions of the children she was serving, and her opinion of the most appropriate, most useful, and most effective methods of education which she believed would work best with these children. We wondered if teachers would be convinced followers of any one school of thought, be it Montessori or therapeutic nursery school, or if they would be eclectic and experimental, using a variety of techniques and approaches.

The data sheet also asked teachers to comment on the professional help they had received in the course of preparing for the summer program. We wanted to know whether any or all of the preservice workshops or other staff training methods had been, in the opinion of the teachers, of particular value. Since the planning of training sessions, workshops, and inservice courses is often done without consulting the group most vitally concerned, namely, the teachers themselves, it seemed useful to poll the teachers on whether they felt their needs had been met in this summer's orientation program. We wondered if past suggestions had been incorporated in this year's planning, thus providing the professional staff with the kinds of support and training that they felt they needed.

In addition, Form #2 was concerned with the teacher's own past training and experience in the field of early childhood education. We, therefore, included items that served to separate out those teachers with a background primarily in the field of early childhood from those whose experience lay in elementary education or other fields.

Form #3. For teacher aides, education assistants (college students with a minimum of two years of college), family assistants, and family workers (more than 8,000 people), a data form eliciting individual background, training, and other information relevant to their roles in the child development center, as well as their perceptions of the effectiveness of the classroom program in readying the children for kindergarten or first grade.

We tried to include items that would give a clear picture of the differences in background and experience of the various groups, their particular talents or reasons for being associated with the program, their own feelings, enthusiastic or otherwise, about the merits of the program, and finally, their perceptions of the degree of cooperation, support, and esprit de corps occurring among the various staff levels.

Form #4. For the group teacher in each classroom (728 in 260 schools), a summary form evaluating the behavior and development of each child along a number of dimensions, including language development, classroom behavior, social adjustment, emotional maturity, and perceptual-motor skills.

This form was the major assessment instrument of the child's growth and development. Together with the Board of Education's own Child Growth and Development Form, it served as the chief means of obtaining data about the nearly 23,000 children in the program.

Form #4 dealt with four basic areas of interest: the child's language development, his general behavior pattern, his "kindergarten readiness" profile, and a census report including information about his background, previous school experience, and exposure to medical, psychological, or dental services during the course of the program.

The language section of the form asked for an assessmert by the group teacher of any improvement in the child's speech noted during the seven-week program. As we have mentioned earlier, it is very difficult to measure change in preschool children during a seven-week period; however, we were interested in the teachers' perceptions of speech improvement. We wanted to know if the teachers felt that the children were making great progress, little progress, or no progress; we believe such estimates reflect teachers' expectations as to pupil ability, and that these attitudes can influence to some degree the amount of learning the pupil achieves. This measure of improvement in specific children during the summer program may also indicate the degree to which the classroom atmosphere provided a comfortable and relaxed setting for the child. Children who seemed nonverbal at the start of the program and who, after seven weeks, seemed to have become fluent, may have been reacting to an atmosphere and staff who encourage unrestricted talk. We must also add, however, that, although seven weeks can hardly be said to be an adequate period for the measurement of language development, some children undoubtedly show a spurt in their language growth during such a period because of structured verbal contact with adults and peers. Many, of course, may show the results of such contact after the seven-week period is over; delayed reaction to

experience is common. In any event, we do not want to overestimate the possibilities for measurement of change in this evaluation.

Since a major goal of the Head Start programs is to prepare children for kindergarten or first grade, we were interested in the teachers' estimates of their children's readiness. Here we are tapping their professional judgment. The areas of development that seemed to contribute most to such "readiness" were the following:

1. Language maturity.
2. Social adjustment to group living.
3. Motor ability-- fine coordination and gross motor skills.
4. Emotional development -- reasonable impulse control.
5. Pattern of behavior in the classroom with relation to routines, competent handling of materials, reasonable attention span, response to adult direction, ability to initiate and carry out activities, etc.

Included was an item that gave the teacher an opportunity to predict the child's actual class rank during the coming school year. Needless to say, this item could be extremely useful in a followup study.

Form #5. For the group teacher, a form assessing program components, equipment, and facilities in terms of adequacy for the carrying out of the program.

This form was a personal assessment and inventory of the teacher's own program. It served as a check list against which each teacher could estimate the components of her classroom program, and offered the investigators an opportunity to learn what kinds of activities were being offered to the children. The three general areas of curriculum planning examined were: (a) language development, (b) social adjustment and group

living, and (c) self-esteem. The 20 items included were concrete suggestions for activities that could be considered as fostering growth and learning in the three basic areas, and were carefully worded to reflect positive attitudes toward the children and their families. Therefore, in addition to providing evaluative information for this study, it was hoped that the form would also serve as a guideline for the teachers in developing curriculum ideas.

Form #6. For the group teacher, a version of Osgood's semantic differential form,* to be used as a predictive measure for each child with respect to his overall kindergarten readiness as seen at the end of the seven-week program.

Each group teacher was asked to fill out this form for every child. We hoped that the semantic differential would yield information reflecting the teacher's feeling about the child's readiness for kindergarten or first grade by tapping less conscious feelings than were expressed directly in response to the Form #4 items. We were also interested in the possibilities of adapting the semantic differential as a useful instrument to evaluate preschool children, and felt that this investigation might establish a baseline for future assessment. A data bank for more than 15,000 pupils is now on hand.

The central information for study in this evaluation was contained in Forms #4 and #6, those most directly connected with the child, assessment of his development, the effect of the program on him, and the prediction of his later school success, as measured by his "readiness" for

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*Charles E. Osgood, George J. Suci, and Percy H. Tannenbaum, The Measurement of Meaning, U. of Illinois Press, 1957, Urbana.

the next educational level. Forms #4 and #6 were filled out for close to 15,000 children, a 65 per cent sampling of the population enrolled in the summer program.

We sought corroborative data through (a) reports by early childhood specialists who visited a number of centers, (b) a subsample of children given Stanford-Binets, and (c) evaluations of the program by supervisory psychologists, area supervisors, a specialist in health aspects of the program, parents of children enrolled in the program, et al., but we depended most for information on the teachers' observations of pupil-program interaction. Form #4 was designed to elicit detailed and specific information based on direct observation of each child and his total functioning within the program. It coordinated all available information on the child's background, family, previous experience, etc., with his ability to master materials and routines, adjust to new adults and children, comprehend and respond to verbal cues, control his own impulses, and generally meet the expectations of the teacher for school participation and adjustment.

Form #6, a version of the Osgood semantic differential, gave us an indirect method of tapping teachers' perceptions of the children's readiness for school, thus offering a counterweight to the possible personal bias which might enter into the Form #4 evaluations. Osgood's method of obtaining, by means of a series of paired adjectives, a profile describing a particular concept (in this case "kindergarten readiness") seemed a valuable way of dealing with teachers' assessments of their pupils -- where no before-and-after measurement was available.

All six evaluation forms, on specially treated optical scanning paper, were accompanied by mimeographed instruction sheets which clarified and amplified the abbreviated forms. All materials were distributed through the 51 supervisors. who then saw that the Head Start Center personnel received the appropriate materials, understood the identification coding system, and followed through on completion of the forms.

Our identification system corresponded to that of the Federal Office of Economic Opportunity (O.E.O.) Head Start Census; thus, by xeroxing the roster forms provided by the O.E.O., we were able to simplify our identification system, and provide a more accurate identification of the 23,000 children for any followup procedures which may occur. Tracing these subjects through Board of Education files in order to examine their later school performance should be facilitated in this manner, since this can become the permanent identification number for the child. All material was returned on the last day of the program.

I.Q. Measurement

A subsample of children, in this case 170 selected randomly, were given the Stanford-Binet Intelligence Test. Thus we have access to a three-way comparative estimate of "kindergarten readiness:" teachers' direct predictions, indirect predictions, and the child's actual performance on subtests of the Binet. Together these data offer evidence regarding potential school success which may prove to be either complementary (i.e., tap different areas such that, together, they provide a better estimate) or supplementary (overlap and thus crossvalidate the information provided). It seemed to us important to examine both subjective and objective evaluations of children in this context, rather

than rely solely on impressionistic reports of the program, either by participants or outside evaluators.

Other sources of useful information included the Head Start central files and staff applications, to be described below.

Survey of Central Files

This produced a wealth of material, photographs, newsletters, reports, and criticisms which underscored the complexity of the undertaking. These were made freely available to us and assisted us in developing a perspective on the whole program.

Staff Applications

Copies of the job descriptions for Head Start personnel are included in Appendix A. We surveyed all the teacher applications and a 20 per cent sample of the subprofessional applications.

The staff recruited represented the best qualified applicants. A breakdown of their educational backgrounds and teaching experience will be given in the analysis of the automated data.

Distribution and Collection of Material

The weekly supervisors' meetings turned out to be an effective medium for disseminating information. This method of distribution was so efficient that we plugged into it for the distribution and collection of our evaluation packets.

We prepared 51 packets, one for each supervisor; within this packet were separate packets for each school, and within the school packet, one for each classroom.

Each classroom packet contained a xerox copy of the O.E.O. class roster, so that our identification system matched the one designed by O.E.O. and adopted by the Board of Education. This was done so that these youngsters could be followed through their school experience without confusion of identification. The packets were distributed during the last week of the program and collected on the last day of the program.

The findings presented in this report are based on data from the sources described above. Additional data were gathered which could not be used for this report, but which are available for any subsequent studies. This includes O.E.O. data, and completed Board of Education Growth and Development Forms (included in Appendix B).

O.E.O. Data

O.E.O. undertook its own national evaluation, and we xeroxed the data submitted to them. It will, therefore, be possible to compare our results with theirs, if additional cross-validation of our findings is carried out.

Board of Education Growth and Development Form

The Board of Education's Growth and Development Form was completed for all the children in the program. These forms can serve as part of a data bank for subsequent followup. Time did not permit us to transfer them to automated forms for rapid analysis, nor to present findings in this report.

CHAPTER II

RESULTS

A. RESULTS OF THE EVALUATION USING AUTOMATED (DIGITEK) FORMS

I. FREQUENCY DISTRIBUTIONS

Results obtained in response to Form #1, the assessment by cluster supervisors and head teachers (246 out of 311 participants answered the Form) are shown in Appendix A, Table 8. These results provided the following information:

a. Supervisory personnel felt that they exerted their greatest influence over classroom programs within the centers, and secondly over relationships with members of the local community. They felt they were least influential in the area of auxiliary services, such as psychological, medical, and social work activities.

b. Supervisors felt that they were most effective in the area of job supervision with the classroom group teachers and were least influential during the preservice orientation period.

c. Regarding problem areas perceived by supervisors, there was a wide spread of opinion. Under "very great problem area" (+++), the following were stated and are listed in descending order of importance:

1. Interdisciplinary cooperation
2. Center-community relations
3. Organization
4. Shortage of personnel
5. Shortage of materials
6. Poor training of personnel
7. Poor relationships between professional and nonprofessional personnel.

Some of these same problem areas were listed by other supervisors as moderate problems; following is the list in descending order of frequency:

1. Interdisciplinary cooperation
2. Organization
3. Shortage of materials
4. Poor training of personnel
5. Center-community relations
6. Professional/nonprofessional staff difficulties
7. Shortage of personnel

Interdisciplinary cooperation heads both lists. Since the supervisors felt they had the least influence over auxiliary services in their centers, it is reasonable that they should note as their most serious problem the friction between them and the psychological, medical, and social work staff who were responsible to outside supervisors.

It is possible to locate at least one source of this friction in certain organizational arrangements of the program. The Board of Education's organizational structure for the summer Head Start program very clearly defines the vertical lines of administration and the exact communication and authority leading from level to level. But the Board has no direct authority in the area of the roles played by auxiliary personnel. (See Appendix A, Tables 1-4, illustrating vertical and horizontal lines of authority.) Here the Board can only suggest, but cannot enforce or coordinate its suggestions. The difficulties are immediately apparent. For example, who decides that a child needs psychological help? If the group teacher is responsible for seeking this help, she will report to the Center director, the head teacher.

The head teacher then requests the services of a psychologist. If the psychologist visits the classroom, does he report his findings to the teacher, to the head teacher, to his own supervisor, to the parent? Which personnel participate in decisions affecting referral, treatment, involvement of the family or the family assistant? How are findings in a medical examination transmitted to the family and followed up, where treatment is indicated? Does the Center director assume responsibility for medical files? Are teachers made aware of special medical findings that might affect the child's classroom behavior? These are legitimate questions arising out of the organizational structure of the summer program, and out of the expressed feelings of the supervisors and head teachers polled.

Results obtained from Form #2, addressed to head teachers and group teachers, and dealing with their own education philosophies and beliefs in relationship to the child population being served, are presented in Appendix A, Table 9. These results showed the following:

1. Of a total sample of 1,249 teachers who responded, 61 per cent felt that the program facilitated their being the kind of teacher, by training or commitment, they most wanted to be.

2. Of the educational approaches suggested as being highly suitable, useful, or unsuitable for application in these classes, teachers ranked the various theoretical positions in the following order:

   a. Deutsch (emphasis on language, stimulation through stories, language games, teaching of concepts, carefully arranged materials encouraging cognitive processes): This approach was favored by 66 per cent as a highly suitable teaching style.

   b. Therapeutic (emphasis on individual emotional needs, understanding of child's feelings, helping him to express and work out aggressiveness, etc., rather than to teach him in specific curriculum areas): This approach was favored by 50 per cent as a highly suitable teaching style.

   c. Individualized (where environment is prepared to offer complete and varied "self-service" possibilities, and teachers work only with one child at a time when help is needed): This approach was favored by 49 per cent as a highly suitable teaching style.

   d. Montessori (prepared environment, with emphasis on materials for sensory experience, graded learning, self-teaching by individual child): This approach was favored by 24 per cent as a highly suitable teaching style.

   e. Whole group (where children adapt to working on the same thing at the same time, working in large numbers, where curriculum is offered sequentially, one activity at a time, rather than having several activities go on concurrently): This approach was favored by 6 per cent as a highly suitable teaching style.

f. Programmed learning ("talking typewriter," non-human stimuli, reinforcing learning through repetition, patient correction of mistakes, etc. - largely individualized): This approach was favored by 5 per cent as a highly suitable teaching style.

g. Highly structured program (teacher directed, with few choices left to children): This approach was favored by 4 per cent as a highly suitable teaching style.

It was clear that teachers rated the highly cognitive, the therapeutic, and the individualized styles of teaching as being most meaningful and most applicable with Head Start children.

Of the preservice orientation methods offered to teachers, "integrated planning with nonprofessional staff" was considered the most useful phase (38 per cent favored this, as opposed to 19 per cent who found workshops in curriculum areas highly useful, and the smaller figure of 13 per cent who found lectures in child behavior and development highly useful).

From the information about the teachers' own experience and background, findings were as follows:

1. Almost 69 per cent of the teachers in the program teach kindergarten or first grade during the winter; only 17 per cent teach prekindergarten.

2. Almost 38 per cent of the teachers have had between 2 and 4 years of experience prior to the summer program; 22 per cent have taught only one year, and 20 per cent have taught for more than 8 years.

3. Although 59 per cent of the respondents are now teaching prekindergarten or kindergarten, 33 per cent have taught this level for one year, 30 per cent have taught at this level for 2-4 years, 10 per cent have taught at this level for 5-8 years, and 12 per cent have taught at this level for more than 8 years.

Form #3, addressed to educational assistants, teacher aides, family workers, and family assistants, was analyzed on the basis of a random subsample of 825, drawn from the total sample collected. Results are presented in Appendix A, Table 10. (In this table and subsequent ones, percentages were based on the total number of forms. Where sums of all percentages total less than 100, the remainder is accounted for by nonresponses.)

Findings among this group included the following:

1. Only 28 per cent of the sample had had any previous experience working in a nursery school or day care center. Sixty-three per cent of the sample felt that the preservice orientation program had prepared them either moderately or well for their work; 12 per cent considered the training poor.

2. Of the respondents, 72 per cent were high school graduates; only 13 per cent were college educated.

3. More than 60 per cent were members of the local community. Close to 46 per cent were Negro, 18 per cent were Puerto Rican, and 32 per cent were white. (This compares with an ethnic breakdown among the children of: 46 per cent Negro, 40 per cent Puerto Rican, and 9 per cent white.)

4. Over 90 per cent of the respondents felt that Head Start helped children in speech development, social adjustment, emotional and physical maturity, and overall kindergarten readiness. This represents almost a unanimous expression of confidence and enthusiasm about the program among the assistant level of the staff.

5. Nonprofessional members of the staff felt that head teachers and group teachers were helpful and cooperative to the following extent:

   Head Teachers: 73 per cent felt they were very helpful; 21 per cent felt they were moderately helpful.

   Group Teachers: 66 per cent felt they were very helpful; 25 per cent felt they were moderately helpful.

Form #4, the Child Behavior and Information Summary, was our chief means of obtaining direct information on the children in the program. The group teacher was asked to complete a form for each child. Of our collected sample of close to 15,000 forms, we analyzed a randomly selected subsample of 3,798,more than 20 per cent. Results are shown in Appendix A, Table 11.

An examination of the frequency table for Form #4 yields the following information:

1. The teachers' perception of language development among the children indicates that the program, as constituted, seemed to benefit most the average group. Among the below-average children and the above-average children, the rate of improvement was less marked, in the opinion of the teachers. Where change occurred, in terms of maturity of speech, clarity of speech, improvement in English comprehension, and English usage, the percentage of gain was seen as far greater among the average children than among the below- or above-average groups.

2. In responding to the items reflecting behavior, teachers considered a much smaller percentage of the children to be operating below par than in the area of language development, and a much larger percentage to be functioning on the superior level. The four largest percentages for "superior functioning" apply in the areas of response to adults, understanding of routines, cooperation during routines, and acceptance of adult control.

3. In analyzing the summary findings contained in the predictions of the children's potential for kindergarten or first grade success we find:

    a. The largest percentage of below average performers were in the language area; the second largest below-average group were those seen as low in emotional maturity.

    b. The smallest below average group was in the area of motor development, both gross and fine coordination. Here only 4 per cent and 8 per cent, respectively, were seen as below average, while 18 per cent and 17 per cent, respectively, were seen as superior.

c. According to the teachers' predictions, 61 per cent of the children will rank as average in kindergarten, 16 per cent will be below average, and 20 per cent will be superior.*

Other important items: Teachers perceived parent participation in the program as follows: 22 per cent felt parents participated fully, 37 per cent felt that parents participated moderately well, and 38 per cent felt that parents participated poorly.

Teachers saw child attendance in the classroom as good. The drop-out rate was only 2 per cent; another 10 per cent of the children attended infrequently; and 65 per cent had excellent attendance.

This summer's Head Start program catered primarily to a 5 to 6 year old population. (This indicated a consonance with the training of the teaching population, the largest percentage of whom were kindergarten teachers.)

Form #5, an assessment of the program and its components, equipment, and facilities, was addressed to the group teacher. Results are shown in Appendix A, Table 12. The leading activities that teachers reported with the greatest frequency as occurring on a daily basis in the classroom included the following:

1. Independent clean-up activities.
2. Children's work is admired, displayed, etc.
3. Children helped to wait turns.
4. Children eat with adults.
5. One-to-one contacts with teachers.
6. Children protected by teacher from aggression, physically cared for by teacher.
7. Stories read to children.

*All references in the text and tables to predictions of "kindergarten readiness" apply also to "first grade readiness." Respondents were asked to predict the child's rank in the coming school year, whether it be in kindergarten or first grade.

8. Songs, naming attributes, colors, children's names, etc.
9. Dramatic play.
10. Children helped to control aggressive behavior.

Items 7, 8, and 9 are language development activities, while the other daily activities primarily concern routines and emotional control.

Activities that teachers report as occurring least frequently are:

1. Photographs or tape recordings of the children.
2. Caring for pets, plants, etc.
3. Stories dictated by or told by children.

Teachers' evaluation of the adequacy of the materials and facilities provided for them during the summer program indicated the following:

1. Materials for arts and crafts, the general classroom setting, block building materials, toilet and sink facilities, and materials for language development were seen with the greatest frequency as being adequate.

2. Woodworking equipment, outdoor play space, materials and equipment for science and cooking experiences were seen with the greatest frequency as being least adequate.

Form #6, a semantic differential, was used to provide a measure of kindergarten readiness in which the respondent could not readily determine which items were obviously related to IQ and various kinds of adjustment. Form #6 contained 20 paired adjectives preselected by the principal investigators as having relevance to the usual dimensions factored on this scale, for potency, evaluation, and activity. We did not measure on these dimensions; we did, however, look for those pairs of adjectives which accounted for the bulk of the variance measured by the test.

The composition of the factors was as follows :

Factor I

1. Safe-unsafe
2. Unpredictable-predictable
3. Hard-easy
4. Calm-excitable
5. Chaotic-ordered
6. Unpleasant-pleasant
7. Bad-good
8. Careless-careful

Factor II

1. Uncertain-certain
2. Open-closed
3. Dull-interesting
4. Slow-fast
5. Hot-cold
6. Unpleasant-pleasant
7. Familiar-strange
8. Happy-sad

Factor III

1. Thick-thin
2. Soft-hard
3. Masculine-feminine
4. Large-small

Factor IV

1. Simple-complicated
2. Dull-interesting
3. Slow-fast
4. Soft-hard

These four factors accounted for 96 per cent of the variance detected by the semantic differential. Factors I and II together accounted for 88 per cent of the variance, and Factor III for only 6 per cent of the variance. Scores on Factors I and II did not correlate with any of the previous measures of kindergarten readiness obtained by means of the other instruments used in this study. Scores on Factor III did correlate with the global IQ. The possible predictive usefulness of scores from the semantic differential remains to be determined by subsequent study.

II. CROSS-TABULATIONS AND CORRELATIONS OF MAJOR PREDICTORS OF KINDERGARTEN READINESS

In addition to the frequency distributions, cross-tabulations were done, in order to determine the interaction of several of the key variables with data relating to other aspects of the program.

Central to our purpose was the prediction of kindergarten rank. As mentioned earlier, a subsample of 170 children, selected randomly, were given the Stanford-Binet Intelligence Test, in order to get a standardized estimate of the universe of children in the Head Start program. The breakdown of the IQ distribution is found in Appendix A, Table 13. The breakdown of the subscales of the Stanford Binet is found in Appendix A, Table 14. It is apparent from Table 14 in Appendix A that a very wide range of capabilities goes into the IQ. This range is so wide as to reduce the possibility that the global IQ estimate can serve as a good predictor for more specifically delineated achievement areas. This is borne out by the additional observation that there were only two significant correlations between IQ and the 89 variables surveyed by means of Forms #1 through #4, and this is what would be expected by mere chance. Thus, this global IQ estimate was of no value in making the prediction of kindergarten rank reflected in these measures. Whether or not the present global IQ measure may correlate with subsequent measures of kindergarten or first grade success remains to be determined.

Internal aspects of the IQ subtest results in Table 14 do present some interesting findings with regard to specific areas of deficit.

Since the majority of children in the program were 5½ years old, it seems reasonable to examine the subtests given at ages 4-6 and 5, which are below their chronological age. The three areas in which the children did most poorly as a group were: Patience: Rectangles (34 per cent passed), the Materials test (37 per cent passed), and Copying the Square (40 per cent passed). The Materials test gives some evidence of conceptual or abstracting ability; the other two are more closely related to perceptual ability (the ability to perceive, retain, and reproduce a visual pattern or an abstract form). In a fourth subtest, the Picture Completion of a Man, where the form has a concrete meaning, 42 per cent of the subjects passed the test.

Children were rated by teachers as to predicted rank in kindergarten (or first grade). Results for the total group are shown at the top of Table 15 in Appendix A. The predictions were that 16 per cent would be below average, 61 per cent would be average, and 21 per cent superior.

These three predicted ranks were cross-tabulated against ratings, using the same three categories, on several other variables. The cross-tabulations are shown in Appendix A, Table 15.

Language ability was related to kindergarten readiness as follows: Of the children (N = 558) who were rated as below average in language ability, 50 per cent were also rated as below average in kindergarten readiness; of those who were rated superior in language ability (N = 501), 72 per cent were also rated superior in readiness.

Social adjustment was related as follows : Of those children (N = 358) rated below average in social adjustment, 52 per cent were also rated below average in kindergarten readiness; of those rated superior in social adjustment (N = 526), 62 per cent were also rated superior in kindergarten readiness, and only 3 per cent were rated below average.

In fine motor coordination, the results were as follows: 57 per cent of those rated below average on this variable were also rated below average in readiness; and 57 per cent of those rated superior in fine motor coordination were also rated superior in readiness. In terms of gross motor coordination, the corresponding two figures were 69 per cent and 50 per cent.

Comparing emotional maturity and kindergarten readiness, 48 per cent of the 474 children rated below average in emotional maturity were also below average in readiness; of the 431 children rated superior in emotional maturity, 66 per cent were also rated superior in readiness.

The cross-tabulations showed little or no suggestion of any relationship between kindergarten readiness and sex, ethnic background, language spoken, or parental participation.

B. Parent Advisory Group Meetings and the Parent Involvement Program

The project specifications were translated into actual programs for parent involvement. Tables 16 and 17 in Appendix A contain descriptions of the parent involvement program and of the parent policy advisory groups.

The parent advisory meetings we sat in on were productive and responsive to the expressions of the parents present. The paraprofessionals, many of whom were parents of children in the program, rated the program as well suited to prepare the children for kindergarten or first grade; 95 per cent felt that the program was successful in meeting its goals.

C. Parent Questionnaires

At the end of the program, we sent letters (see Appendix B, p.18) to a sample of 50 parents, 8 of which were returned, and are quoted here:

Parent 1:

"I am glad that I have the opportunity to express my feeling about the Head Start program this summer. I am more than just pleased with the results.

My daughter was a problem before she attended the Head Start program. She cried most of the time. I tried giving her more of my time and affection, but nothing seemed to stop the crying. I had decided to seek professional help for her this fall, but now I don't feel it is needed. She stopped the crying. She now gets along with other children.

The program also provided many services for parents although I could not take advantage of them. Thank you."

Parent 2:

"The program has helped my child wonderful. Because I like the way the teachers have the school set up, so each children could get along with each other and learn how to play same toys and learn how to paint and I hope the school will help my child how to learn more in the coming year ahead."

Parent 3:

" I feel that the program was a great deal of help. It helped my child very much."

Parent 4:

" I think the program was run very good and it gave the kids time to get ready for kindergarten and they learn how to play with other kids and learn how to share and I think this is very good for a child. I think my child make very good progress in Head Start because now everytime he see a word or anything he don't know he ask me and I think they should keep this program so other kids will get the same help. And it was also good for the parent it gave us time to sew, paint, and go on trips without them. Thank you. Keep up the good work."

Parent 5:

" My child attended the Head Start this summer at P.S.... I feel like the program was well run. I feel like my child made progress. And I feel like it will be a help in school during the year. I feel like the services were very useful. I appreciate Head Start very much. Thank you."

Parent 6:

" This is was one of the best program to come out for the child to get better useful on the school. Thank you."

Parent 7:

"I hope you will get the opportunity to include my comments in your final report because there are several parents in my area who feel the way I do.

I will first answer your question.
(1) The program though well organized tried to accomplish too much in too short a time. (2) My child saw some new things on the trips that he made. If this is considered progress, then I must admit that progress was made. (3) A short summer program is just a drop in the bucket compared with what could be accomplished if the child was allowed to attend Head Start from four to five years old. As a parent I know that the 4 1/2 year old is capable of learning the alphabet, yet the public school wastes the precious academic years of the children teaching them to play from 5 to 6 years of age. (4) In trying so hard to offer the parents something the program failed in its main goal - an academic education of the child.

The Federal Government is spending thousands of dollars on Youth in Action programs, and Y.I.A. is doing an excellent job, yet the Board of Education of New York City does not recognize the Youth in Action Head Start program.

At 5 years old when Y.I.A. children go to public school they are ready for first grade but P.S._____ on orders from the Board of Education is forced to waste another year of that child's academic life by placing him in kindergarten. I think this is the beginning of frustration which WILL grow as the years go by. Sincerely, FRUSTRATED PARENT."

Parent 8:

"I think that the Head Start Program is very good. It is a great help to child and parents. I hope that it will last."

D. Head Start Center Newsletters

The mimeographed newsletters appear to have been one means of publicizing trips and special events, reporting on classroom activities and achievements, and giving status to every member of the Head Start Center's family. Some of the newsletters were clearly put out by the administrative staff alone, while others reflected participation from everyone who wanted to contribute. The variety of offerings in the newsletters, within a seven week period, is truly staggering. It was clear that, in many Centers, special talents and abilities of parents and paraprofessionals were developed through the opportunity to create cartoons, drawings, news items, etc., for the newsletter.

Appendix A, Table 18, contains a series of excerpts from several hundred different newsletters published by the various Centers. (No reproduction is possible here of the cartoons, illustrations, children's drawings, etc., which added so much to the newsletters.)

E. Discussions with Ancillary Service Department Heads

These discussions indicated that the staff involvement was mainly problem-oriented, although their directives were broader based. Although the number of psychologists and social workers increased over the number available in the summer of 1966 (psychologists: 1966 - 60, 1967 - 116; social workers: 1966 - 45, 1967 - 80), the number was still inadequate for service to 728 individual classrooms. In addition, many members of the staff reported that they faced serious problems of articulating highly skilled professional services, which require protracted contact

with child and family, within a seven-week program. Appendix A, Tables 4 h and 4 i contain descriptions of the role expectations for social workers and psychologists. The reader will recall from the analysis of teacher responses that interdisciplinary conflict was a major source of difficulty this summer. This may indicate that educational and ancillary services tended to intersect rather than integrate.

F. Site Visits by Trained Early Childhood Observers

We arranged site visits by trained observers in order to obtain impressionistic reports of actual day-to-day activities. We realize the limiting factors related to this method of data gathering:

(1) The distracting factor of an outside observer in this type of program without the aid of one-way screens is real. Further, because classroom tone can vary from moment to moment, day to day, it was not possible to do a full cross-section within the time available.

(2) Instances where two competent observers saw the same child or classroom, and returned with widely differing reports.

(3) The principal investigators, in other research with children of this age, found that persons in the room who have established a rapport (positive or negative) have a different experience than an outside observer.

(4) There is no indication that the child responds to the environment in the same way as an adult observer perceives it. The two observers chosen to visit the schools reflected some differences of perspective. One was a director of an independent Head Start agency, with experience in day care and in the Board of Education's special classes for emotionally

disturbed elementary school children. The other, a woman, was the co-ordinator of an early childhood department of a leading independent school in the city. Both observers have long experience and training in the field of early childhood education. One observer was white, the other Negro.

Following are the comments made by the two evaluators; in all cases these are direct and complete quotations. In all cases the names of the schools and personnel mentioned are omitted; we are interested only in transmitting their impressions. The first comments quoted are those of Mrs. A, the independent school representative:

Manhattan P.S. A

"Three classes (six sessions). School building old and needing a coat of bright paint. The classroom set up here was not very good due to the fact that they did not use the regular kindergarten classes in order to keep all summer activities together and within one section of the building. Classes particularly small and there was very little activity in general. I was told that the reason for it was that there were five other schools in the direct vicinity of this school with summer programs. Except for teachers, most workers looked uninterested. I was not impressed with the social worker, who seemed very young, brittle, uninvolved."

Bronx P.S. B

"Poor response from the community. On Parents' Day 14 parents came. Enrollment is 138 children. For Family Planning Conference 15 parents came. For Clean-Up Campaign 25 people came. Mostly the same ones each time."

Bronx P.S. C

"Three classes (6 sessions). New school building used for many other summer projects. Beautiful, large, bright classrooms. Bustling atmosphere. Miss X, the head teacher, who is attached to the same school during the school year, and Mr. Y, the psychologist, both very active with warm outgoing personalities. One feels an active cooperation between them and the people around them. Everyone happily involved. The only school where I saw manners being taught."

Bronx P.S. D

"Cluster supervisor, extremely active, bristling with ideas, very conscious of school and community problems; attached to same school during school year; known by name to most of the children as well as workers. A man not afraid of innovation, realistic, and very aware of varied trends. He doesn't have time to cry over spilled milk; he wants to get on with it."

Manhattan P.S. E

"Three classes (six sessions). Old, dreary school building but Head Start classes are quite nice. The only school I visited where not enough equipment was provided. School unused except for Head Start program. Response to Parent program fair."

General

"In all the schools there was not a class that exceeded 13 children. Except for Manhattan P.S. E, the material was plentiful and excellent and the teachers were exceptionally good. In the Parent program, the trips were better attended than conferences and community projects. Language classes were generally quite well attended."

"I feel that there were too many adults in the classroom and around the children generally. I noticed it in the very first classroom that I visited and every single teacher I talked with complained of the very same thing. In one instance, a group of 21 children (three morning classes) was taken to the Public Library; 11 adults, not including myself, accompanied them. They were the 3 class teachers, teacher's aides, educational assistants, family workers, and the social worker and baby-sitters who had nothing else to do at that time. In a classroom of 15 children, there should be no more than one teacher, one educational assistant, and occasionally, for certain activities or special projects, one teacher aide, and one student teacher. Using untrained people, family workers, or youth community workers in the classrooms has created friction. This friction has been more or less severe depending on personalities and the ability of persons in charge to deal with crises. It seems to me there should be a great deal more care spent in choosing the people who are to work in the classroom. I have seen some (but this is, unfortunately, a very small minority) who are excellent; and these, with a proper orientation course, would be even better."

"I would like to end by saying that I hope the preschool child development program will extend not only through the winter and the school year where it already has been started, but that it will become part of the regular program of every public school. I hope that the team spirit will grow and be complemented by a better team orientation."

The following comments are those of the observer who was a Head Start director, who visited two schools:

Manhattan P.S. A

"There existed an atmosphere of cheerfulness and good will as teachers, children, and parents moved through the hallways. This air of relaxation seemed to permeate the Head Start program.

The head teacher was a quiet, self-assured, and warm adult. She impressed me as being well organized, flexible, and highly respected by her staff. She seemed to have a good background and a knowledge of what experiences are necessary and appropriate for the children in the Head Start program. This impression was borne out as we moved through the classes. The staff appeared relaxed and productive.

The classrooms were spacious, sunny, and cheerful. Areas of activity were clearly delineated. The display on the bulletin boards gave evidence of the kinds of experiences the children had. In each room children's work decorated every possible and available space. The rooms were well equipped. This included large basic items such as housekeeping equipment, toilet facilities, storage space, etc. There seemed to have been an abundance of equipment and materials. Some of the equipment reflected some of the latest and most expensive educational items developed for early childhood learning (e.g., climbing, balancing, and big muscle equipment that can be used in the classroom or out of doors). The basic equipment was part of the regular prekindergarten program, loaned to Head Start for the summer. Other items were bought specifically for the summer program by the Board of Education. Every classroom had earphones and record players for listening activities. The usual and expected painting, wood working, collage, table games, and manipulative toys were attractively displayed, in good condition, and plentiful.

The teachers in each room seemed to have a good knowledge of early childhood education. There was evidence in every room that an effort was being made to bring meaningful experiences into the lives of the children through a variety of media.

It was my opinion that there was too much emphasis on moving the children as a group, and not enough individual or small group movement and recognition. Except for two instances, the adults in the classroom supervised rather than interacted on a small group (2-3, or individual) level. The exceptions were with a Youth-In-Action Worker (age 14) and

a group teacher. The Y.I.A. worker became deeply involved with several youngsters in his group outdoors, and again in the housekeeping area. He talked, listened, and responded to the children. They were keenly aware of his complete involvement with them, and did not abuse it by overwhelming him with fighting, screaming, or pushing. They were able to wait for his attention because they knew he would give it to each and every one.

Most of the teachers were accepting and warm but not particularly innovative or creative in their styles.

The role of the educational assistant seemed like an expensive and nonessential position. There was no indication that the 2-3 years of college education that the educational assistant had, made him a better teacher aide than the teacher aide from the community Y.I.A., a worker with less background. In every instance where the educational assistant was observed, he or she seemed to be the most uncomfortable and uninvolved member of the teaching team. Their relationship with the children seemed forced and superficial. Verbal communication between child and the educational assistant was limited to doing things to or for the child.

The social worker in P.S. A again reflected the genuine concern and involvement of the Head Start staff. Home visits were considered an important aspect of the social worker's role. Getting to know and understand the children and their families was a conscientious endeavor.

The parent program was an integral part of the program in this school. The room was attractive and, like the children's classrooms, indicated that parents had been welcomed and involved in the program. The few parents present spoke excitedly about the summer and the sewing classes, beauty classes, trips, etc., they had enjoyed. Parents expressed the need to continue the Parent Advisory Board after the summer program. Since regular school parent groups are more concerned with the upper elementary levels, the parents of kindergarten and prekindergarten children often feel neglected and need the Parent Advisory Board to negotiate for better education in the early school years.

The primary criticism by the head teacher at P.S. A was the lack of coordination with other community agencies. Competition for children often affected the attendance. An educational facility for children too old for Head Start and too young for day camp should be given serious consideration. The follow-through on Head Start children is important."

Bronx P.S. B

"The head teacher was very friendly and seemed anxious to impress the evaluator. As a tour of the program was made, the head teacher carried on a running conversation explaining every facet of the program in very glowing terms. The head teacher seemed to have the educational knowledge necessary for a good early childhood program. However, one got the feeling that her approach was domineering and controlling. The evaluator was given many paper evidences of exciting events and experiences that parents and children had shared (e.g. trips, foodarama featuring favorite recipes, etc.); however, most of these events seemed to have been planned and implemented from the administrative and teacher's level. How much actual parent participation at the planning stage existed is questionable. Parent attendance at all events was said to have been good.

The classrooms at P.S. B. were not very well equipped nor did they reflect a feeling of organization and orderliness so important for disadvantaged children.

Observation of a music experience was very exciting. A young man, an educational assistant, had taught all the other adults to use the autoharp. Children participated eagerly in singing and marching games. Children were permitted to march around the room, but there was not room for real free movement and self-expression. "Everyone must do the same thing at the same time" seemed to be the established pattern in the class. In another class, the children were having a singing time; although the room was big enough and plenty of adults were available, the children were never permitted to leave their places on the floor. Again children were expected to move in large groups.

A class of eight children having a cooking experience together was observed. One teacher led this activity as two other adults observed. Every child was expected to sit contentedly by as one child took his turn beating, stirring, and adding the ingredients. By this late date in the summer it seems that at least one other adult should have been able to take part of the group for a second cooking experience. The group of children involved were obviously young and some were non-English-speaking; they might have gained more value from smaller groups and a more intimate relation with an adult.

Verbal communication with the children seemed limited. Few classes had more than ten children, and every class had at least four adults in the room, but little verbal contact was made. One girl stood for five minutes trying to get a scale to balance by moving rings from one side to another; finally in frustration she hit out at the balancing rod. The evaluator standing by approached the child and helped her to balance the rod. No one seemed aware of the child's dilemma. Help that is injected at the right moment can stimulate curiosity, but frustration and defeat will cause a child to turn away from problem-solving experiences.

There were many instances of overlooking crucial moments of learning in the children's play.

A number of non-English-speaking children were present, but there was only one Spanish-speaking family worker in the program. The social worker served more as a consultant to the family worker, staff, and to the teachers."

The comments and criticisms of the two observers are revealing and candid. The eight centers visited obviously varied in quality, in community atmosphere, in staff ability, in the child population served, etc. It must also be borne in mind that the observers made only one trip to a given center; the specific day on which they arrived (although in all cases it was some time after half the program had elapsed) could offer only a restricted picture of what might have been occurring during the seven-week session. As trained observers they were able to make some assumptions about the program, and could make some allowance for stressful conditions affecting classroom atmosphere. Despite the indicated limitations of the records cited, they do communicate a qualitative tone which the statistical record can never capture.

Chapter III

CONCLUSIONS AND RECOMMENDATIONS

A. Administration and Communication

The Early Childhood Division of the Board of Education was well organized within its framework with clear lines of communication and a good esprit among top level staff. Within the mainstream of their efforts and where control of personnel was under their direction, they structured the program with efficiency and with enough flexibility to accommodate procedures to meet changing requirements.

Factors which might have improved the program included more space, additional supportive personnel, and the provision of some discretionary funds for meeting unanticipated needs or supplying extra enrichment materials.

B. Staffing

The program selected the most highly qualified applicants who adapted their skills to the teaching of disadvantaged kindergarten and prekindergarten children. However, the limitations of a summer program precluded the possibility of intensive preservice training of teachers to meet the special needs of these young preschool pupils. In order to insure the availability of such specially trained teachers, we would recommend that appropriate teacher training be incorporated as

part of a year round project under the Early Childhood Division. This program should also include the orientation and training of paraprofessional personnel as classroom assistants. Thus, intensive training as well as successful year-round experience with young preschool children would become a prerequisite for application to the summer Headstart program.

C. Equipment and Space

In general, there was a lack of adequate space for outdoor play for these children. The equipment provided for play activities seemed adequate for the larger proportion of the children. However, it was inadequate for the 16 per cent who were rated as extremely immature and the 4 per cent who showed poor gross motor coordination. The program should be provided with equipment to stimulate gross motor behavior; facilities which are mobile, portable, multi-purpose, and adaptable for both indoor and outdoor play.

D. Program

The majority of teachers and paraprofessional teacher aides felt the program was satisfactory for 85 per cent of the participating children. The parents who returned the questionnaire seemed to concur in this estimate of the program. They were evidently more concerned with other facets of the anti poverty program such as housing.

E. Parent Involvement

In view of the relatively short duration of the summer program, parent participation was good. It was felt by the staff that evidence of increased responsiveness among children whose parents did participate, was a factor worth considering in seeking more parent involvement in future programs.

F. Ancillary Programs

1. Social, psychological and psychiatric services

Supervisors and teachers reported interdisciplinary conflict as a major source of difficulty. In the short summer program there appears to be insufficient time for meaningful interchange and coordinated follow through between clinical personnel and teachers. Here again, the need for preservice orientation is clearly indicated, possibly with a team approach in which sharing of training sessions would insure better mutual understanding.

Social, psychological, and psychiatric services should be available on two levels: 1) on a more intensive basis for the 16 per cent of the children who evidence the greatest immaturity and possible adjustment problems and 2) on a consultative and supportive basis for the teachers in meeting their regular, day to day, classroom problems.

Since, according to the teachers' estimates, 16 per cent of the children are rated as below average in readiness for kindergarten activities, some proportional division of psychologists' time should be arranged, so that these children are given adequate attention. The evaluators feel that it is equally important to gather more information on the non-problem children in the disadvantaged preschool group. It is urgent to discover their strengths and the supportive help which can be provided to these children in the Head Start program to insure a greater degree of carryover of gains as they go on into their regular school program.

2. Medical and Dental Services

We should like to go on record as objecting to the recent change of policy which eliminated all but emergency medical examinations from the prescribed health program. A combined effort on the part of the Board of Health and the Board of Education is needed to provide physical examinations, diagnostic testing, and inoculation to all Head Start pupils. (In experiences with private Head Start programs, we noted a high incidence of nutritional anemia which had a marked effect on the children's adaptation to the programs.)

G. Child Progress and Kindergarten and Grade I Readiness

The main focus of this program was to prepare these children for kindergarten. As judged by 84 per cent of the teachers, the goal was accomplished for the majority of the children. It must be remembered, however, that this objective was achieved through the provision of smaller classes, more adults in each classroom, and greater parent involvement than is likely in subsequent kindergarten classes. It is urgent that efforts be made to provide similar advantages to future kindergarten and Grade I classes, so that the gains of the Head Start program are reinforced and strengthened.

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APPENDIX A

TABLE 1

CHART OF BOARD OF EDUCATION HEADQUARTERS STAFF

Preschool Child Development Program - Summer 1967

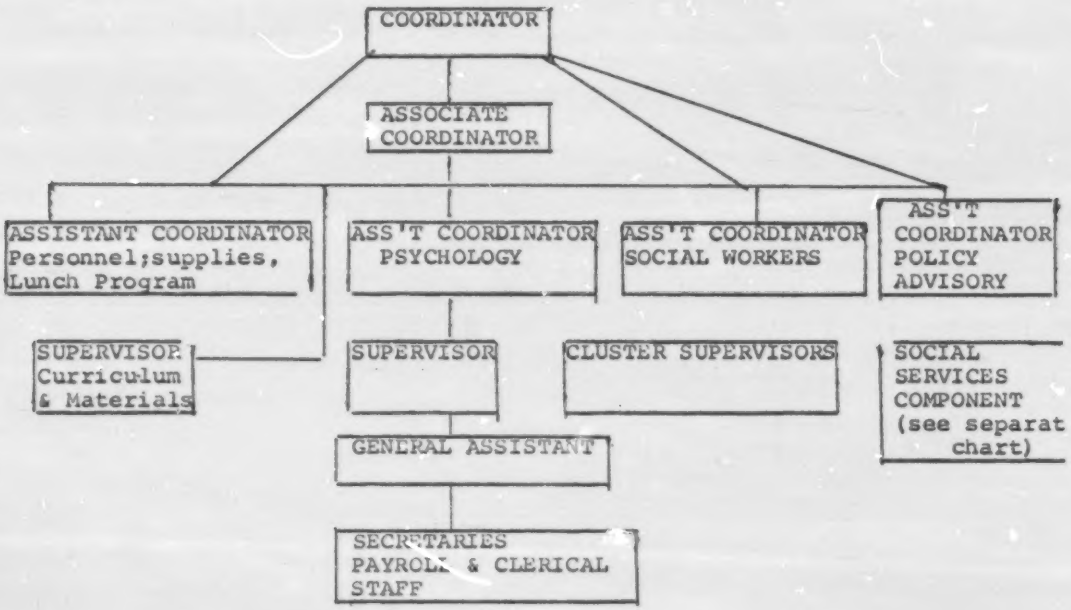

TABLE 2

CHART OF CHILD DEVELOPMENT CENTER

Preschool Child Development Program - Summer 1967

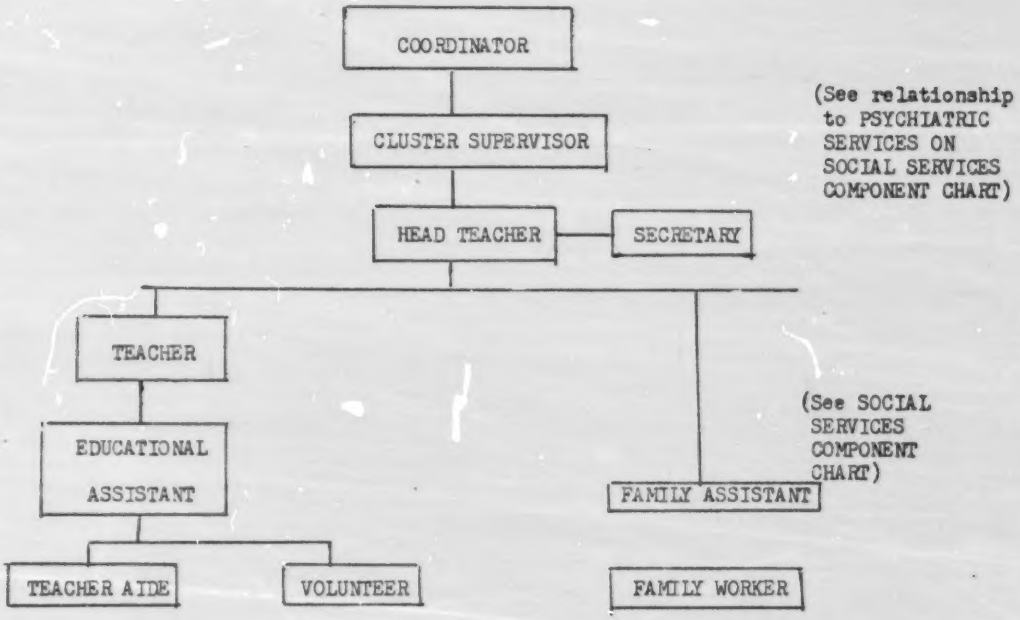

TABLE 3

CHART OF SOCIAL SERVICES COMPONENT

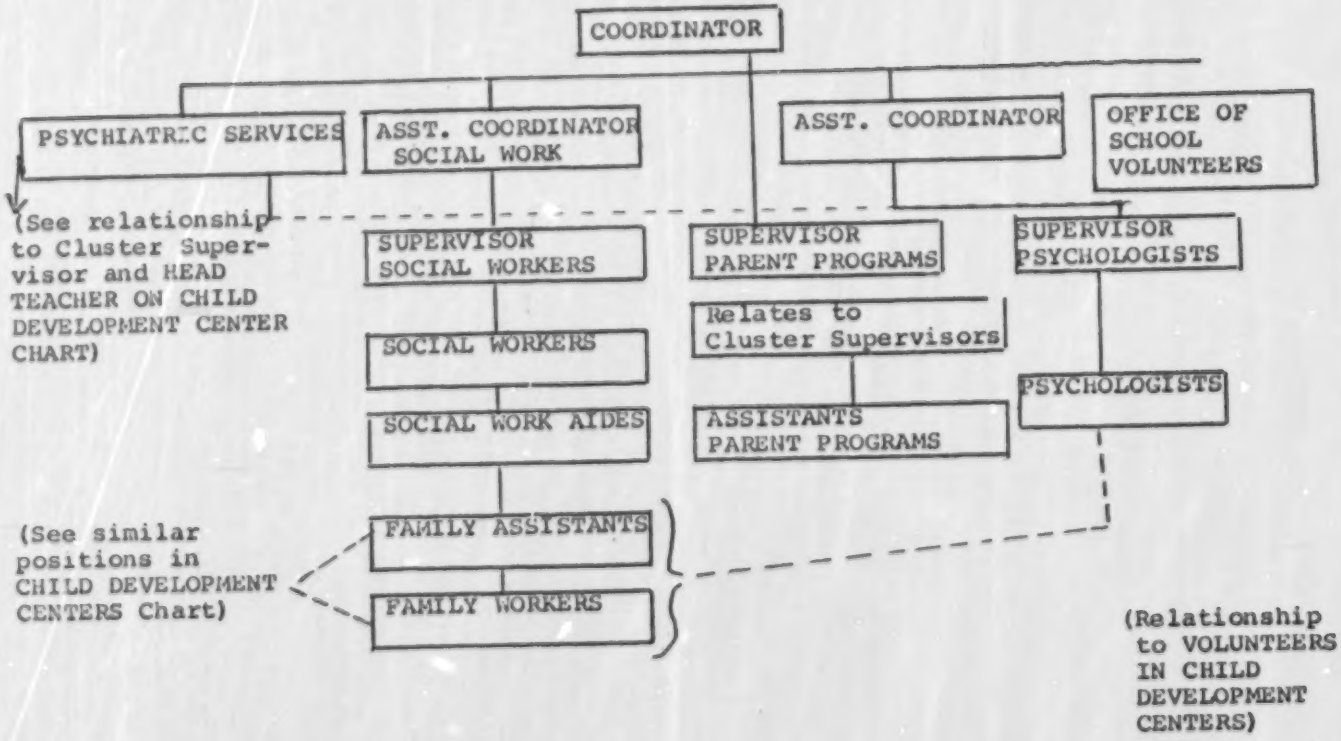

TABLE 4a

EXPLANATION OF CHARTS: LINES OF COMMUNICATION, VERTICAL AND HORIZONTAL*

The lines of communication for Preschool Child Development Personnel stress the team approach. The primary concern is how to best serve the child, his family and the community.

1. The Head Teacher serves as the administrative leader of the Preschool Child Development Center for all purposes.

2. Head Teachers are directly responsible for program implementation to the Cluster Supervisor.

3. Teachers are responsible for the Head Teacher and Cluster Supervisor.

4. Educational Assistants are responsible to the Teacher and the Head Teacher.

5. Volunteers are responsible to the Teacher, Head Teacher and the Office of School Volunteers.

6. Teacher Aides are responsible to the Teacher and Head Teacher.

7. Family Assistants are responsible to the Head Teacher and relate to the teacher. For Social Services, Family Assistants relate to the Social Worker and for Parent Programs to the Parent Program Assistant.

8. Family Workers and responsible to the Family Assistants, to the Head Teacher and relate to the Teacher; Social Services to the Social Worker; Parent Programs to the Parent Program Assistant.

9. Parent Program Aides are responsible to the Supervisor of Parent Programs.

10. Social Work Aides are responsible to the Social Worker.

11. Social Workers are responsible to the Assistant Coordinator of Social Work.

12. Psychologists are responsible to the Assistant Coordinator Psychological Services.

13. Psychiatric Services as arranged by the Bureau of Child Guidance and the Coordinator.

14. Cluster Supervisors are responsible to the Coordinator and work cooperatively with Supervisors of Social Workers, Psychologists and Parent Programs.

* This description and the three preceding charts, for which this is the explanation, are exact replicas of materials distributed to all Head Start Centers.

TABLE 4b

ABSTRACT OF APPLICATION FOR TEACHER FORM

PLEASE DO NOT APPLY UNLESS YOU ARE PREPARED TO WORK FROM JULY 7th TO AUGUST 25th, 1967 AND PARTICIPATE IN A 40 HOUR PRESERVICE AND INSERVICE TRAINING PROGRAM TO BE HELD DURING JUNE (AFTER SCHOOL) AND ON JULY 6th FOR WHICH THERE WILL BE NO PAYMENT.

Salary: $47.30 per day
Hours: Classes will be in session from 8:40 A.M. - 3:00 P.M. Teachers will report 8:30 A.M., and will be required to attend a minimum of one hourly conference per week after school hours in addition to the preservice training program.

Teachers will be selected in accordance with the following priority groups:

Priority # (1) Teachers who served full time in both the summer 1965 Head Start and the summer 1966 Preschool Child Development Program sponsored by the Board of Education.

Priority # (2) Early Childhood Regular License

Priority # (3) Early Childhood Substitute License serving now on an annual basis.

Priority # (4) Common Branches Regular License experienced in Early Childhood grades.

ABSTRACT FOR REQUIREMENTS FOR HEAD TEACHER

Note: There will be a limited number of positions for Head Teachers. The working hours will be from 8:30 - 3:30 P.M. daily in addition to the hourly staff conference held each week after school. Salary $51.60 per day.

The Head Teacher should have a rich background in early childhood education as well as some administrative experience. The Head Teacher should be a person sensitive to the needs of children, parents, non-professional as well as professionals. The position may require additional time after school or evenings, in order to develop the program effectively. Part of the preservice training may be held in May.

TABLE 4c

JOB DESCRIPTION - EDUCATIONAL ASSISTANT

TITLE: Educational Assistant

SALARY: $50 per week ($2.50 an hour) 20 hours per week (4 hours a day)

QUALIFICATIONS: Completion of two full academic years of college work and continuing attendance at a college or university. The Educational Assistant must be a United States citizen.

DUTIES: To aid the classroom teacher by working with small groups or individual children in some activity (blocks, paints, toys), SO THE TEACHER CAN WORK WITH A LARGE GROUP. To work with large groups of children so time is available for the classroom teacher to work with small groups or individual children. To participate in daily and long-range planning with colleagues. To contribute to enrichment activities by utilizing her special talents and abilities (art, singing, music). To guide children in art efforts to work and play harmoniously with other children in the class. To alert the teacher to the special needs of individual children as requested. To assist colleagues in developing and implementing routines in class, such as the storing of play materials, the preparation of paints, class bulletin boards, the cleaning up of work areas. To assist the teacher and other colleagues in promoting a safe environment for play and work activities at all times and to anticipate possible hazardous conditions and/or activities (broken glass, pointed objects, aimless running). To assist the teacher by: (a) reading to a child or a group of children (b) listening to a child or a group of children (c) talking to a child or a group of children (d) assisting with audio-visual aids. To accompany individual children or groups to the toilet. To develop in children an awareness of good health practices, such as washing hands before eating and after toileting. To assume responsibility for routines and supervision

TABLE 4d

JOB DESCRIPTION - TEACHER AIDE

TITLE:	Teacher Aide
SALARY:	$70.00 per week ($1.75 an hour) 40 hours per week (8 hours a day)
QUALIFICATIONS:	Low-income residents of the neighborhood as defined by poverty criteria of the referral agency with experience or interest in working with children; understanding of goals of program; ability to relate to children and teachers. The Teacher Aide must be a United States citizen.
DUTIES:	Under the direction of the pre-kindergarten teacher assisting with setting out supplies and materials as needed; helping children with their clothing; preparing the room for activities; assisting with lunch and snacks; helping with clean-up routines; performing escort services; helping with outdoor play; accompanying the children on trips. Reading or telling a story; assisting with audio-visual equipment; talking and listening to a child; caring for siblings while parents are meeting with professional or non-professional worker. (Eg. teacher workshop with parents); mounting pictures and assisting with bulletin boards; assisting children with wash-up and toileting routines; collecting and distributing notes; notices, consent slips; using bilingual skills with child and/or parent, using special talents and abilities. (Eg. musical instruments, sewing).

TABLE 4e

JOB DESCRIPTION - FAMILY WORKER

TITLE:	Family Worker
SALARY:	$70.00 per week ($1.75 an hour) 40 hours per week (8 hours a day)
QUALIFICATIONS:	Low-income non-professionals from the neighborhood as defined by poverty criteria of the agencies, with knowledge of the neighborhood; interest in children and their families; capacity to relate to children, parents and professional personnel. The Family Worker must be a United States citizen.
DUTIES:	At the request of the prekindergarten teacher, the Family Worker will offer the following services: Providing escort service for children to and from school when indicated; assisting with trips; assisting with prekindergarten lunch program and clean-up routines; accompanying parents and children in visiting private and public agencies when necessary; meeting with parents in the school and encouraging parents to participate in the school life such as parent associations and meeting with teachers. Visiting homes to meet parents; identifying special needs and problems for referral to social worker; conferring with social worker regarding referrals for parents; assisting with registration of prekindergarten children; assisting with recruiting children for program by going into community; checking on absentees by visiting homes; assisting teacher in the room in case of absence of teacher aide; getting parents to come for childs medical examination at school by going to home to get parent if necessary; keeping log of activities for principal and social worker.

TABLE 4f

JOB DESCRIPTION - PARENT PROGRAM ASSISTANTS

TITLE: Parent Program Assistants

SALARY: $140 a week for 40 hours

QUALIFICATIONS: (Open to eligible male and female applicants)
One full semester (five months) or two summers of service as a Family Assistant.

DUTIES:

The Parent Program Assistant should be an individual who has demonstrated evidence of an understanding and appreciation of the philosophy of the Preschool Child Development Program, with its educational and social goals.

The Parent Program Assistant should have the ability to relate to the Teacher, the Social Worker, the Psychologist and other members of the professional and non-professional staff. He should work in cooperation with them in a team approach.

He should be committed to the involvement of parents and the community, encouraging them to develop programs for parents, family activities, and special interests.

The Parent Program Assistants should serve as liaison with the social services and other center staff to insure quality parent and community involvement, example: Utilizing the special skills of each center's clinical, health and welfare specialists.

He should have a knowledge of the needs of the school population, the parents, community, and community resources. He should assist the Family Assistant and Family Worker in organizing Community Advisory Councils. He should involve the leaders in the community to actively participate in the Policy Advisory Councils.

He should assist Family Assistants in ascertaining activities for which they may assume responsibility and leadership.

To acquaint the Family Assistant with the available community and agency specialists in such areas as health, welfare, housing and consumer education.

TABLE 4g

JOB DESCRIPTION - FAMILY ASSISTANT

TITLE:	Family Assistant
SALARY:	$100 per week 40 hours per week (including evening and/or weekend service)
QUALIFICATIONS:	Experience and interest in working with families in order to tackle serious environment and personal problems. Neighborhood persons with experience in working in the community, such as a leader in local, civil block association or P.T.A. The Family Assistant must be a United States citizen.
DUTIES:	To work with families to tackle special problems or emergency needs in housing, income, health, education of their children, under the supervision of the Head Teacher and in consultation with the Social Work Aide, Social Worker, Psychologist, or Early Childhood Supervisor. Home visits for example, may reveal that a family is living in overcrowded dilapidated housing, has inadequate furnishings, or that a parent is unable to cope with the management of the family. The Family Assistant will contact the appropriate public agencies in order to get better maintenance as well as a larger apartment or to assist with a family problem. It is estimated that almost one fourth to one third of the families in each center will need some kind of intensive assistance. The Family Assistant will help to facilitate services of local health and welfare agencies for parents and children. The Family Assistant will consult with the Social Work Aide, Social Worker, or Psychologist on family or individual problems indicating the need for professional skills or specialized services. The Family Assistant will familiarize himself with the appropriate use of health and welfare agencies and with assistance from the Social Worker and Social Work Aide or Psychologist, will compile a list of local and other appropriate agencies available to parents and the school.

TABLE 4h

SUGGESTIONS RELATING TO THE ROLE OF THE SOCIAL WORKER IN THE PRESCHOOL CHILD DEVELOPMENT PROGRAM

Prepared by
Ruth M. Jackson

1. Helping to screen families for eligibility for Head Start
2. Helping in recruitment of children
3. Serving in purely casework role to families who need such service with parent-child relationships, child-rearing, welfare assistance, medical and mental health problems.
4. Giving support and counseling to the Head Teacher, where requested, with staff interrelationships, parent-teacher conflict, handling of children.
5. Serving as resource person to the teachers on child development, maturational expectations, causal behavior, relevant socio-economic factors as they apply to individual situations.
6. Supervising Family Assistants in the social service aspects of their job (interviewing, record keeping, confidentiality of information received, use of social agencies, how and when to make referrals to them, etc.).
7. Participating in parent programs as co-planners with Family Assistants, and as speakers if invited.
8. Observing in the classroom to evaluate the socialization progress of the children, and to note any undue hyperactivity, apathy, or other behavior which might indicate the child is in trouble, now, or might be later. This should be discussed with the Head Teacher and parents with recommendations for remedial help.
9. Providing individual or family counseling when indicated.
10. Referring to community or specialized (medical or psychiatric) agencies when indicated.
11. Assisting family component to develop a resource file of community agencies and services.

It is recognized that each Center has individual needs which can be discussed and worked out between Social Work Supervisor, Social Worker and Cluster Supervisor, Head Teacher, and Psychologist.

TABLE 4i

FUNCTIONS OF THE PSYCHOLOGIST

Donald Granik,
Assistant Coordinator

Each Preschool Child Development Center has as a member of its team a psychologist, a social worker, or a school work aide. These workers provide social work, clinical and consultation services to the centers. They also serve in a supportive role to the teacher in her work with children and their families. Although their functions are both separate and distinct, there are broad areas of everlapping and many services offered are similar. There is an interdisciplinary approach to the program so that the psychologist, social worker, or social work aide may call upon each other for assistance. The guidelines which follow provide samples of the respective activities of the psychologist and social worker in the Preschool Child Development Program.

Each psychologist will utilize himself as his skills and the needs of the program develop. The psychologist is professionally responsible for budgeting his time and establishing priority of services in determining needs of the center. This list is not meant to be considered exclusive, nor is it incumbent upon each psychologist to undertake each and every item. The program is based on many factors, including the request and needs of the center and the experience and skills of the psychologists.

The psychologist is a child development and mental health participant in the Preschool Child Development Center and he has a horizontal relationship to all the personnel in the center.

1. Activities with Children.

   a. Observation of behavioral interaction in classroom with a view toward helping teachers, educational assistants, and teacher aides, work with children.

   b. Individual psychological assessment, through interview, observation, examination of records and if necessary, selective use of psychological tests.

   c. Individual contact with child to facilitate adaptation and personal growth.

   d. Referral to outside agency for additional services.

TABLE 4i (cont'd)

e. Participation in group or individual activities with children.

For example, in the classroom when the teacher and psychologist become aware of the resistance of a child in regard to a particular activity, the psychologist and teacher discuss possible alternative approaches. The psychologist, who is already a familiar figure to the children, may demonstrate by working with the children along lines of one of the suggestions.

f. Help child express himself in educational setting.

II. Activities with Parents.

a. Addressing parent groups.

b. Individual counseling with parents.

c. Conduct parent workshops.

d. [illegible]source person for community services.

e. Facilitate communication between parents and center.

III. Activities with Center Personnel

a. Consultation for center assigned, and other mental health facilities and/or personnel as need arise.

b. Share psychological information with teachers and community staff, (Family Assistant, Family Worker).

c. Workshops with Staff.

IV. Work with other mental health personnel, social workers and psychiatrists. There will be occasions when consultation with or supplementation of services from a psychiatrist or social worker in a neighboring assignment will be indicated.

V. Other Activities

a. Liaison person with other outside community mental health and educational facilities.

TABLE 41 (cont'd)

b. Participation in approved special projects, e.g., relevant research.

c. Participation in staff education and development.

VI. Supervision for Psychologists.

Each psychologist is responsible professionally to a supervisor of psychologists and time records are maintained at the center and are certified by the head teacher.

Supervision for psychologists is seen essentially as a teacher function, and is carried on largely in small group meetings. The group meetings facilitate exchange of information and stimulate creativity and innovation.

The supervisor of psychologists provides individual consultation to psychologists, where indicated, and may act in conjunction with other supervisors and consultants in the program, in working rhough problems which are not settled at the local level.

TABLE 5

SUPERVISORS' CONFERENCE AGENDA*
July 20, 1967

MORNING SESSION		NOTES:
1. Welcome Announcements Register and Attendance	Alice R. Harwood	
2. Policy Advisory Structure Report and Time Table	Rufus Shorter	
3. Parent Programs	Joshua C. Thomas	
4. Personnel Hiring Procedures Decreases and Increases Explanation of Forms Teacher Evaluation Lunches Supplies	Sara Landis	
5. Suggestions of the Role and Involvement of the Psychologist	Donald Granick	
6. Suggestions of the Role and Involvement of the Social Worker	Ruth Jackson	
AFTERNOON SESSION		
7. Orientation of Educational Assistants and Social Work Aides	Alice R. Harwood	
Services of the Museum of the City of N.Y.	George Weinberg	
8. Center for Urban Education	Dr. A.A.Chaplan	
9. Curriculum Development	Ruth M. Baylor	
Report on Workshop for New Supervisors		
10. Payroll Bus Reports	Edward Boyle	
11. Parent Activity Fund	Harold Glasser	

* Material in this table is an exact replica of Board of Education material distributed during the Summer Head Start program.

TABLE 6

MINUTES OF SUPERVISORS' CONFERENCE
July 20, 1967
Hall of Board of Education
Morning Session*

Alice R. Harwood

Welcome

Announcements

1. Register 22,000 - Attendance 19,000

2. Center for Urban Education

   2.1 Purpose of C.U.E.

   2.2 Request to attend and take minutes of meeting

   2.3 Consensus: Decision to be made after hearing

3. Shall secretaries take responsibility of lunch payroll and keep lunch records.

   Consensus: This is the responsibility of the Lunchroom Supervisor

4. Mr. Dennis Young, New York State, checks on ethnic distribution of personnel by observation only with no record to be kept.

5. Mrs. Perry Haber, Health Services, sends a request that implementation of the Health Program be the center responsibility.

   Discuss re Health Services:

   5.1 Takes four weeks to get Medicaid card.

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*This description is an exact replica of actual Minutes of the July 20, 1967 meeting.

TABLE 6 (Cont'd)

5.2 Suggest that Area Supervisors* ask Mrs. Haber who will pay the fee when parents have no card.

6. Dedication of Community Vest Pocket Park July 21, 1967 at 12:30 at Second Avenue and 29th Street. Children and/or parents and family assistant from P.S.134M, P.S. 19M, 140M and 116M will attend.

7. Parents rather than children are invited to visit the Museum of the City of New York. Phone for appointment: Le.4-1672 - Mrs. Conger, Director of Education, Museum of the City of New York.

8. Baptismal certificate, if there is no birth certificate, is sufficient for registration as verification of birth date.

Rufus Shorter: Policy Advisory Structure

1. Report of meeting in Mrs. Gist's district in Queens.

2. Cluster Supervisor checks existence of committee.
Roster of committee should be posted.
Dates, times and place of weekly meeting to be posted.
Help in planning agenda.

3. Aims of Parent Group Committee:

3.1 Vehicle by which parents work against despair.

3.2 Become involved meaningfully in center program.

4. How to accomplish these aims.

4.1 Make and receive suggestions from Head Teacher.

4.2 Become familiar with aims of Head Start.

4.3 Serve as training ground for skills of leading and following, socialization.

4.4 Will articulate with P.A.

5. Programs Report requested by OEO.

5.1 Elections on center level.

5.2 Next step is the intermediate committee.

5.3 City-wide meeting.

* Area Supervisors = Cluster Supervisors

TABLE 6 (Cont'd)

6. Shirley Gerin, Parent Group Consultant working with Districts 13 and 17, Brooklyn, may be called upon for assistance.

Discussion:

Artificial barrier is set up between Head Teacher and Parent Group.

Suggestion:

Head Teacher may be invited by the parents.

Sally Landis

1. Personnel

1.1 Eleven classes deleted as of July 19, 1967

1.2 Two class schools have not been affected by these deletions.

1.3 UFT rules require priority removal of teachers with least service record or new to school.

1.4 UFT rules that no teacher may be hired as secretary.

1.5 Use forms provided for transfer of non-professionals.

1.6 Hire Substitutes only from list.

1.7 Classes will be increased, week of July 24, 1967.

2. Supplies

2.1 Keep class kit of decreased classes intact until arrangements are completed for its transfer.

2.2 Raffia in kit, not ordered, but gratis.

2.3 Re complaints: woodwork and books investigated and found not justified.

2.4 Delivery schedule: Manhattan this week.

2.5 Cumulative cards, paints are back-ordered.

TABLE 6 (Cont'd)

3. Lunch

3.1 Phone orders weekly

3.2 Lunchroom personnel orders own lunches, does not take from lunches ordered by Head Teacher.

Alice Harwood

1. Individual Rating Reports

1.1 First priority given to personnel with 2 terms of summer Head Start.

1.2 Head Teacher, Teacher, Secretaries rated.

1.3 August 20, 1967 collect the report from Head Teacher.

1.4 Psychologists, Social Workers, Parent Program consultants should also have a personnel evaluation report.

Jerry Olshaker: Nonprofessional Personnel

1. Hiring procedures of non-professional personnel.

1.1 Introduction of Mr. Olshaker's staff.

1.2 875-7874, 875-7845 Phone for inforation.

1.3 Transfer of non-professionals must be cleared with Mr. Olshaker.

1.4 No substitutes on a day to day basis, only if absence is to be a week or more.

1.5 Community Action Agency is first source of workers, reassignment must be through them.

1.6 Seniority to determine last to be transferred.

1.7 If unsatisfactory worker, notify Mr. Olshaker in writing.

Alice R. Harwood

1. Give to Mr. Granick and Mrs. Jackson requests for psychologists and social workers.

2. Request list of schools with vacancies from Mr. Granick and Mrs. Jackson.

TABLE 6 (Cont'd)

Joshua C. Thomas: Parent Program

1. Parent Program works closely with Mr. Shorter and Parent Committees.

2. Role of Parent Program Consultant

   2.1 Resource person to F.A.

   2.2 Observe if parents are making own decisions.

   2.3 Assist F.A. in formulating program; e.g., posters, Medicare forms, attend evening community meetings.

   2.4 Get community donations, not money, to further program.

   2.5 ABC classes for Welfare parents each morning may be reached at that time.

   2.6 List will be distributed of speakers for programs.

3. Importance of baby-sitting room.

4. Parents are to use funds as they wish.

   Discussion: Annette Goldman, Cluster Supervisor.

   4.1 Ways of introducing spirit, and zest in the parent program.

   4.1.1 District and borough events.

   4.1.2 More articulation with Parent Advisory Board.

Alice R. Harwood

New routines re publicity. Call: Annette Goldman -DI.2-5327
Elizabeth Cagan - 345-8595

Harold Glasser: P.A. Fund. (Consult Notes)

Donald Granick: Psychologists' Role

1. Child Growth: Accomplished by supportive role classroom observation. (Dr. Lauer, Chief Psychologist in B.C.G.)

TABLE 6 (Cont'd)

2. Example story of a child.

3. How can Cluster Supervisor support psychologist?

4. How function as a team?

5. Ask Mrs. Jackson and Mr. Granick for workshops on role of psychologists and social workers.

George Weinberg: C.U.E.

1. Independent research is main goal.

2. Evaluation is peripheral.

3. Evaluation's competence passed by State.

4. What researcher will do: Administer questionnaires, interviews.

   650 copies - sent to Bureaus of Education. Effort to probe to improve the Education of the disadvantaged.

   Question: On what basis is sampling taken (random).

   Dr. Chaplan, Director of Team of Behavioral Sciences Corporation.

   Evaluation built into study. Recommend: Come out of study for next term.

TABLE 7

AGENDA AND MINUTES OF CLUSTER SUPERVISOR MEETING*

Leonard Harvey, Cluster Supervisor

Agenda and Minutes — Meeting, Heads of Schools, July 21, 1967

I. Enclosures:

A. Please check folders I have prepared for you for:
1. Paper-clipped to the inside of your folder a check for your school for the Special Parents Activities Fund.
a.) Please sign receipt provided.

2. (2) copies of Parent Involvement Program-Summer, 1967
a.) Copy for Head Teacher and copy for Family Asst. (See "Communication" - Item II)

3. (2) copies of Guidelines for the Use of Special Parent Activity Funds. (See Item VI)
a.)Copy for Head Teacher and copy for Family Asst.

4. Individual Rating Report Forms:
a.) Teachers
b.) Secretaries
c.) Social Worker or Psychologist
1. Due no later than Aug. 20th.

5. (6) copies of Authorization for Use of School Building
a.) Due in quadruplicate.
b.) 2 copies for you to duplicate should you need this form for more than once.

6. (2) brochures on Family Planning
a.) Reminder: Requests for programs on Planned Parenthood are to come from your parent group.

II. Communication:

In order for our total program to work most effectively, all lines of communication must be kept open at all times. The roles of the Family Assistants and Family Workers are becoming of increasing importance.

---

*This description is an exact replica of Agenda and Minutes.

TABLE 7 (Cont'd)

Psychologically, this is an excellent time for you to meet this arm of the staff. You have for distribution to them moneys for their program and enclosures re: their programs.

This is the time for real adult behavior with regard to any difficulties that may have arisen and a good time to "clear the air".

III. Registers and Attendance:

A. Please,at this time, be actual. If you have children "registered" who have never shown up; if your workers have visited and ascertained that they won't show up, drop them from your registers. Registration means that they have reported to your center. Follow-up of absentees continues.

IV. Health

A. The Dental Health Program and Medicaid must go on now or there will be no Fall follow-up. Please check on the needs of your children. If parents have not filed for Medicaid, please offer every assistance with your Family Worker and Social Worker or Social Work Aide.

B. Get all medical appointments in writing.

V. Policy Advisory Structure:

A. Check on completion of Parent Group Committee.
B. Roster of Committee to be posted in several prominent areas in your center.
C. Post, too, list of dates, times, and places of their meetings.
D. Does the group need help in planning agenda, carrying on a meeting, etc.? Contact me. I shall contact Mr. Rufus Shorter.
E. The purpose is to work against feelings of frustration, apathy, etc. through real involvement.
--"Two Way Street" - for giving and receiving suggestions.
--This serves as a training ground for leadership and followership.
--There will be a cluster meeting, and, before the end of the program, a city-wide meeting.
F. Watch for pressures from community agencies to get on the parent committee (if they do not have children in our center.)

VI. Parent Programs

A. The Parent Program Assistant is a resource for your

TABLE 7 (Cont'd)

Family Assistant.

B. Make sure that the parents are allowed to make decisions about their activities. An advantage has been gained this year in this area. There are fewer restrictions upon what they choose to plan for themselves.

C. Soliciting -This is not frowned upon. They may solicit material and commodities they can use for their programs. Under no circumstances are they to solicit moneys.

VII. Personnel

A. A number of classes in a number of schools have been dropped. Please, if you are involved:

1. Keep class kit intact for transfer.
2. Retain moneys for such a class for future instructions.
3. For then excessive personnel (Ed.Aides, Family Worker, etc.) take seniority into account for transfer, when notified.
4. Do not hire teachers as secretaries.
5. Important: Should any agency be allowed to survey for ethnic composition of staff, this is to be done by inspection. Do not put this in writing in any way.
6. The Social Work Aide:
   a. Listed as non-professional, but actually is a professional with at least one year of social work.
   b. Does intake, screening of children.
      -does family counseling.
      -Copes with problems (child rearing, health, etc.)

VIII. Lunch:

A. Increases should be phoned in to me by Wednesday.
B. We do not keep lunchroom payrolls.

IX. Supplies:

A. Third shipment should be going out now.
B. Paints - Use school's supplies where possible. Replenish when we receive ours.

X. Visitors:

A. Should not go to anyone in our program until they have seen the Head Teacher first.

X. Curriculum:

A. See Music in the Pre-School Child Development Program.

TABLE 7 (Cont'd)

1. Prepared by Dr. Baylor
2. Linda Gross kindly offered to take this and reproduce it for each of you.

B. Check for evidences of use of Curriculum Bulletins discussed last week.

C. See, also, samples of Newsletters from other clusters. Are yours being worked up?

XII. Supervisory Visits:

A. On the whole, all classrooms are neatly set up and are attractive. Some rooms need more pictures and work of the children. The various centers of interest are nicely handled.
B. Interaction among all children excellent - all in various activities.
C. Safety- Where facilities are limited, make sure these little ones are not playing in the same area where large boys are playing basketball, etc.
D. A Natural!- Science needs no motivation. Please pay attention to this area.
E. Special Commendation! - An Aide at P83M in one classroom had a couple of children at the piano strike two separate notes and express which note the child liked better and why. A lovely, simple activity eliciting good expression!

XIII- Addition to Sub List:

Gloria D. Valdespino 751-3680 E.C.R.

Thank you for your cooperation.

Sincerely,

(signed)

Leonard Harvey

TABLE 8

ASSESSMENT BY CLUSTER SUPERVISORS AND HEAD TEACHERS (PER CENT*)

Your Spheres of Influence	+++	++	+	o	-	--	---
						FORM #1 N=246	
1 Classroom	40.2	49.6	7.3	2.0	.4	0.0	0.0
2 Auxiliary Services	17.9	32.9	32.9	8.1	2.4	3.7	1.6
3 Lunch Program	24.4	24.4	37.6	13.0	3.3	4.1	2.8
4 Equipment	18.3	33.3	26.0	12.6	2.8	2.4	3.3
5 Community Relation.	41.1	35.4	17.1	3.7	.8	0.0	0.0
Supervision							
6 Group Teachers	52.0	32.9	13.0	1.6	.4	0.0	0.0
7 Family Workers	37.0	35.8	18.7	4.9	2.0	.4	0.0
8 Education Aides	37.8	35.4	20.7	3.3	2.0	0.0	.4
9 Pre-Service Orien.	11.8	17.5	21.5	25.6	4.9	3.3	14.6
Programs							
10 Poor Training	7.3	13.8	22.8	27.6	8.1	7.7	10.6
11 Prof.& Non-Prof.	6.9	11.4	19.1	24.8	10.5	9.3	15.4
12 Center-Comm.Rel.	12.6	12.2	13.4	30.5	4.1	7.7	16.7
13 Short Personnel	8.9	8.5	14.6	30.5	8.1	6.1	21.5
14 Short Materials	7.7	15.4	18.7	28.0	7.7	.5	15.4
15 Organization	11.8	17.5	18.3	24.0	7.3	3.7	11.4
16 Interdis.Coop.	15.9	24.4	22.4	19.1	4.5	3.7	8.9

*In this table and the following ones, the sum of percentages may be less than 100. Any remaining percentages not shown are due to unanswered questions.

TABLE 9

EDUCATIONAL THEORY & PHILOSOPHY AND VITA:
Per Cent for Each Response

FORM #2
N=1249

Educational Theory					
	High Facil.	Moder. Facil.	Low Facil.		
1. Facilitate Teaching	61.6	33.5	3.2		
	Well-suit.	Useful	Unsuit.		
2. Highly Structured	4.4	24.3	70.0		
3. Montessori	24.3	62.7	11.5		
4. Deutsch Orientation	65.9	30.7	2.8		
5. Programmed Learning	5.4	29.3	63.3		
6. Individualized	48.8	44.8	5.9		
7. Whole Group	6.2	36.6	55.9		
8. Psych. Therapeutic	49.9	43.6	5.7		
Pre-Service Orientation					
	Very Useful	Some Use	No Use		
10. Curriculum Work	19.3	36.1	34.2		
11. Child Devel. Theory	13.6	49.6	30.4		
12. Planning W/Non-Prof.	38.8	38.3	16.7		
Teacher Vita					
	1	2	3	4	
13. Priority Group	47.1	32.7	6.6	1.8	
	Pre-K.	K	1	2	3+
14. Grade Now Teaching	17.5	42.8	26.4	9.7	2.0
	1	2 - 4	5 - 8	8+	
15. Teaching Experience	22.0	37.8	16.3	20.3	
	1	2 - 4	5 - 8	8+	
16. Pre-K. or K. Exp.	33.1	31.0	10.8	12.8	
	-B.A.	B.A.	B.A.+	M.A.	M.A.+
17. Ed. Background	2.5	27.1	47.1	6.2	17.1

TABLE 10

STAFF DATA FORM: EDUCATIONAL ASSISTANTS, TEACHER AIDES, FAMILY WORKERS, FAMILY ASSISTANTS: Per Cent for Each Response

FORM #3
N=825

	1966	1965	Year Round			
1A PREVIOUS EXPERIENCE	25.0	6.1	29.2			
	25	35	45+			
2A AGE	39.0	39.9	19.4			
	M	F				
3A SEX	6.2	89.6				
	Well	Moderate	Poorly			
4A PRE-SERVICE ORIEN.	35.9	28.1	12.4			
	0	2	4+			
5A PREV.NURSERY EXP.	54.1	21.3	7.3			
	Single	Married	Divorced			
6A MARITAL STATUS	30.3	64.8	4.5			
7A PRE-KIND. OR KIND.	49.9	40.5				
	Yes	No				
8A ELEMENTARY	96.6	2.1				
	Yes	No				
9A HIGH SCHOOL	72.8	25.0				
	Yes	No				
10A COLLEGE	13.2	80.7				
	Yes	No				
11A LIVE IN NEIGHBORHOOD	60.8	36.2				
	1000	2000	3000	4000	5000	6000
12A ANNUAL INCOME	20.4	33.7	15.3	11.5	7.5	5.0
	0	1	2	3	4	5
13A # OF CHILDREN	30.5	11.8	17.5	15.2	10.9	11.8
	Yes	No				
14A SPEECH DEVELOPMENT	95.5	2.3				
	Yes	No				
15A SOCIAL ADJUSTMENT	95.5	.8				
	Yes	No				
16A PHYSICAL COOR.	95.5	2.7				
	Yes	No				
17A EMOTIONAL MATUR.	90.2	4.8				
	Yes	No				
18A KIND. READINESS	97.0	.8				
1B ETHNIC BACKGROUND	W	N	PR			
	31.6	45.9	18.4			
	Yes	No				
2B ENGLISH	97.3	1.1				
	Yes	No				
3B SPANISH	24.7	65.8				
4B ITALIAN	3.6	81.6				
5B OTHER	6.7	71.0				

	Much Help	Avg. Help	Little Help
6B HEAD TEACHERS	73.2	21.0	3.5
7B GROUP TEACHERS	66.3	25.2	5.0
8B EDUCATIONAL ASSISTANTS	50.1	25.5	12.4
9B TEACHER AIDES	60.2	22.4	7.2
10B FAMILY WORKERS	59.9	25.9	6.9
11B FAMILY ASSISTANTS	51.3	23.8	8.7

TABLE 11

CHILD BEHAVIOR AND INFORMATION SUMMARY: FORM #4
Per Cent for Each Response N=3798

	Below Average	Average	Superior	Per Cent not Answered
LANGUAGE				
1A. MATURITY OF SPEECH	25.9	55.6	17.1	1.4
2A. IMPROVEMENT	14.3	69.8	13.1	2.8
3A. CLARITY OF SPEECH	25.2	57.5	15.9	1.4
4A. IMPROVEMENT	14.3	71.1	11.6	3.0
5A. NEW WORDS	16.9	65.0	16.1	2.0
6A. IMPEDIMENTS	19.2	59.0	15.7	6.1
7A. ENGLISH COMP.	15.6	37.9	12.6	33.9
8A. IMPROVEMENT	8.7	50.6	11.5	29.2
9A. ENGLISH USAGE	22.1	34.1	10.1	33.7
10A. IMPROVEMENT	12.1	49.0	11.1	27.8
BEHAVIOR				
11. BEHAVIOR PATTERN	6.5	36.5	9.4	47.6
12A. ROUTINES COOP.	13.0	62.5	24.0	.5
13A. ROUTINES UNDERSTAND.	9.4	65.0	25.0	.6
14A. INITIATIVE	19.9	60.0	19.4	.7
15A. MATERIALS INVOLV.	9.8	68.2	21.3	.7
16A. ATTENTION SPAN	18.4	62.3	18.5	.8
17A. CONSTRUCTIVENESS	11.6	68.2	19.4	.8
18A. ACCEPT ADULT CONTROL	11.0	64.9	23.2	.9
19A. RESPONSE TO ADULTS	8.4	61.8	25.5	4.3
KINDERGARTEN READINESS				
1B. LANGUAGE	23.4	56.3	19.3	1.0
2B. SOCIAL ADJUSTMENT	15.4	63.8	20.0	.8
3B. MOTOR - FINE COOR.	8.3	73.5	17.2	1.0
4B. MOTOR - GROSS COOR.	4.2	76.0	18.8	1.0
5B. EMOTIONAL MATURITY	19.2	63.1	16.5	1.2
6B. PREDUCTED RANK	15.8	61.1	20.3	2.8
	Yes	No		
7B. MEDICAL EXAM	21.8	67.1		11.1
	Yes	No		
8B. PSYCHOLOGICAL EXAM.	3.7	86.5		9.8
	Yes	No		
9B. DENTAL EXAM	58.7	34.5		6.8
	Good	Average	Poor	
10B. PARENTAL PART.	22.1	36.6	37.5	3.8
	M	F		
11B. SEX	52.1	46.9		1.0
	W	N	PR	
12B. ETHNIC BKGD.	9.0	46.4	40.9	3.7
	Eng.	Sp.	Other	
13B. LANGUAGE	59.3	34.1	2.3	4.3

TABLE 11 (cont'd)

					Per Cent not Answered
14B.	PREVIOUS SCHOOL EXP.	Pre-Kg. 7.2	Kg. 5.3	None 82.1	5.4
15B.	ORDINAL POSITION	1 9.0	2 13.3	3+ 11.2	66.5
16B	DAYS ATTENDED	Good 64.8	Poor 10.3	Dropout 2.4	22.5
17B.	PRIORITY LEVEL	1 17.1	2 12.2	3 3.4	67.3
18B.	MOTHER WORKS	Yes 9.9	No 35.9	P.A. 1.7	52.5
19B.	FATHER WORKS	Yes 32.4	No 4.1	P.A. 3.5	60.0

TABLE 12

PROGRAM ASSESSMENT AND EQUIPMENT AND SUPPLIES: FORM #5
HEAD TEACHERS AND GROUP TEACHERS: N=954
Per Cent for Each Response

PROGRAM ASSESSMENT

	Daily Occurred	Occasionally Occurred	Rarely Occurred
1A. STORIES READ	87.8	11.9	.2
2A. STORIES BY CHILD	15.8	59.7	24.3
3A. EAT TOGETHER	97.2	2.4	.3
4A. SONGS	87.3	12.1	.2
5A. TELEPHONES	76.8	18.9	3.9
6A. DRAMATIC PLAY	85.1	13.9	.9
7A. 1-TO-1 CONTACTS	95.6	4.2	.2
8A. INDEP. CLEAN-UPS	96.6	3.2	.1
9A. WAIT TURNS	95.7	4.3	0.0
10A. SAFE TRAVEL	63.1	35.2	1.5
11A. PREPARE FOOD	53.9	40.5	5.5
12A. CONTROL AGGRESSION	80.7	16.0	2.9
13A. CARE FOR PETS	35.3	30.2	33.4
14A. HYPERACTIVE ALLOW	75.8	20.4	3.5
15A. DRESS-UP ENCOUR.	71.1	21.0	7.7
16A. PHYSICAL SAFETY	94.1	5.6	.3
17A. CHILDREN'S WORK	95.2	4.4	0.0
18A. PHOTOGRAPHS	11.0	46.8	41.5
19A. SPEAK ABOUT HOME	67.4	30.9	1.5
20A. MOTHERS INVITED	42.9	52.9	4.0

EQUIPMENT & SUPPLIES	Adequate	Limited	Not Adequate
1B. BLOCK BLDG.	74.2	13.9	5.9
2B. DRAMATIC PLAY	69.6	17.9	6.7
3B. WATER-PLAY	51.4	29.9	12.8
4B. TABLE GAMES	65.1	17.7	11.4
5B. WOODWORKING	24.9	22.2	46.5
6B. MUSIC RHYTHMS	65.9	14.3	13.9
7B. LANGUAGE DEV.	71.8	15.8	6.4
8B. ARTS & CRAFTS	81.2	9.6	3.1
9B. SCIENCE	38.5	34.2	21.3
10B. COOKING	36.1	34.3	23.6
11B. TOILET FACILITIES	73.9	10.4	9.7
12B. SINK FACILITIES	73.2	8.9	11.9
13B. OUTDOOR PLAY AREA	44.9	20.9	28.5
14B. CLASSROOM	75.1	13.2	5.5

TABLE 13

DISTRIBUTION OF THE 1967 HEAD START SAMPLE COMPARED WITH THE DISTRIBUTION OF THE 1937 STANFORD BINET STANDARDIZATION GROUP

I.Q.	Per Cent in 1967 H.S. Group	Per Cent in 1937 Standard Group	Classification
Above 130	0	4.4	Very superior
120-129	.6	8.2	Superior
110-119	10.6	18.1	High Average
100-109	13.5	23.5	Normal Or Average
90-00	26.4	23.1	Normal Or Average
80-89	21.8	14.5	Low Average
70-79	20.5	5.6	Borderline Defective
60-69	6.0	2.0	Mentally Defective
50-59	.6	.4	Mentally Defective
Below 50	0	.2	Mentally Defective
N	170	3,184	
Mean I.Q.	90.0	101.8	

TABLE 14

PER CENT OF TOTAL SAMPLE PASSING EACH ITEM*
ON STANFORD BINET

Year		Per Cent Passing
III	Stringing Beads	100
	Picture Vocabulary	100
	Block Bridge	100
	Picture Memories	100
	Copying a Circle	100
	Vertical Line	100
	3 Digits	
III-VI	Comparison of Balls	96
	Patience: Pictures	98
	Discr. Animal Pictures	100
	Sorting Buttons	100
	Comprehension	96
	Comparison of Sticks	
	Response to Pictures	98
IV	Picture Vocabulary	85
	Objects from Memory	93
	Opposite Analogies	71
	Picture Identification	84
	Discr. of Forms	94
	Comprehension II	79
	Sentence Memory	
IV-VI	Aesthetic Comparison	85
	Opposite Analogies	51
	Picture Sim. & Diff	74
	Materials	37
	3 Commissions	71
	Comprehension III	74
	Picture Identification	
V	Picture Completion: Man	42
	Folding Triangle	51
	Definitions	74
	Copying Square	40
	Pict.Sim. & Diff.II	65
	Patience: Rectangles	34
	Tying Knot	
VI	Vocabulary	17
	Differences	9
	Mutilated Pictures	29
	Number Concepts	23
	Opposite Analogies	14
	Maze	
	Response to Pictures	
VII	Picture Absurdities	8
	Similarities	2
	Copying Diamond	4
	Comprehension IV	6
	Opposite Analogies III	4
	5 digits	14
VIII	Vocabulary	2
	West Fall: Memory for Story	3
	Verbal Absurdities I	1
	Sim. & Diff.	2
	Comprehension IV	0
	Days of the Week	1
	Problem Situation	
IX	Paper Cutting	0
	Verbal Absurdities II	0
	Designs	0
	Rhymes: New Form	1
	Change	0
	4 Digits reversed	0
	Rhymes: Old Form	
X	Vocabulary	0
	Block Counting	0
	Abstract Words	0
	Sentence Memory II	0
	Problem Situation II	0
	Similarities: 3	1
	Finding Reasons II	

*All subjects are assumed to have passed every item below their Basal Years and to have failed all items above their ceiling years. The above percentages are based on these assumptions. Between Basal and Ceiling years only those tests which were actually attempted are used in calculating percentages.

TABLE 15

CROSS-TABULATIONS BETWEEN PREDICTED RANK IN KINDERGARTEN AND OTHER FACTORS (BY PER CENT)

Total Possible N=2443

BELOW AVERAGE		AVERAGE		SUPERIOR	
N	%	N	%	N	%
399	16.3	1486	60.8	518	21.2

	N	BELOW AVERAGE	AVERAGE	SUPERIOR
LANGUAGE ABILITY				
Below Average	558	49.6	46.9	2.3
Average	1362	7.9	80.1	10.5
Superior	501	2.3	24.9	71.8
SOCIAL ADJUSTMENT				
Below Average	358	51.6	44.9	2.5
Average	1545	12.6	74.1	11.9
Superior	526	3.2	33.8	61.5
MOTOR - FINE COORD.				
Below Average	203	56.6	39.4	2.4
Average	1753	15.1	69.6	14.0
Superior	467	3.6	38.3	56.9
MOTOR - GROSS COORD.				
Below Average	115	68.6	26.9	3.4
Average	1801	16.2	68.3	14.1
Superior	513	5.2	43.2	50.4

TABLE 15 (cont'd)

EMOTIONAL MATURITY	N	BELOW AVERAGE	AVERAGE	SUPERIOR
Below Average	474	48.3	47.6	2.9
Average	1519	10.2	74.4	14.2
Superior	431	3.2	29.0	66.3
SEX				
Male	1295	18.2	58.6	21.5
Female	1134	14.1	63.2	20.9
ETHNIC BACKGROUND				
White	238	10.9	52.5	35.2
Negro	1085	16.5	59.5	22.3
Puerto Rican	1033	17.9	63.7	16.4
LANGUAGE SPOKEN				
English	1434	14.7	59.1	24.8
Spanish	841	19.9	64.4	13.7
Other	66	13.6	57.5	28.7
PARENTAL PARTICIPATION				
Good	543	13.0	55.2	30.2
Average	887	13.1	64.0	21.3
Poor	943	21.3	60.6	16.3

TABLE 16

PARENT INVOLVEMENT PROGRAM

The Board of Education bases the summer program for parents on its deep conviction that total parent involvement is an essential part of the Preschool Child Development Program. Only through a team approach by parent, school, and community can the child achieve his maximum development.

The experience of two previous summer programs shows the value of the cooperative endeavors of the schools, the parents, community agencies and the Community Development Agency. Objective evaluation has determined that the child gained much from his summer experiences in the program. This year all individuals and groups participating in the program have the opportunity to enrich the summer's experiences for both parent and child using that which has proven of value in our previous programs and adding meaningful innovations.

The Parent Program is a major emphasis this summer, stressing total involvement. Parents make their own decisions on the activities and programs they want.

Parent Funds are available for parent activities to be used by and for parents. (For additional information refer to the GUIDELINES FOR THE USE OF SPECIAL PARENT ACTIVITIES FUNDS - SUMMER 1967).

The Family Worker and the Family Assistant will work closely with parents in forming the parent committees and in other matters pertaining to the Parent Funds.

Purpose of the Parent Program

We feel that parents should know that the entire Child Development Staff of each center is available to give them help as requested and will cooperate fully.

In addition to the center staff, all field personnel and supervisors will lend assistance in obtaining any special help the parents may desire e.g. -health, welfare, housing or nutrition.

TABLE 16 (cont'd)

The Parent Involvement Program must also give parents the opportunity to become active in community life. There will be opportunities to become involved in tenants' councils, housing committees, and many of the issues in which parents have expressed an interest. Parents must be informed of the Policy Advisory groups and urged to participate actively.

Parent Meeting Rooms

One of the most successful aspects of our parent program during the summer of 1966 was the parent rooms. Parents very enthusiastically became involved in meeting each other, planning family affairs, planning recreational and educational activities. It is essential to have a family room in each center. We want parents to know that we respect them, welcome them, and need them.

Baby Sitting

It is essential that space is provided for baby sitting when parents have planned activities in the school. This will encourage parent involvement and will allow parents who might not otherwise be able to participate in school affairs. In addition to the space provided for baby sitting rooms, staff should be available to assist with the babysitting.

Suggested Uses for Parent Activities Funds

Parent Activities Funds are provided by the federal government at the request of the Board of Education to be used specifically for the Parent Program during the summer of 1967.

Based on the experiences of the past two summers, a variety of activities have emerged and have been found successful by the parents. Many of these activities reflect creativity and group planning on the part of the parents. They are listed below as suggestions not as directives. Different parent groups will have different interests and these, of course, will be reflected in their use of funds to further these interests.

Transportation and admission fees where needed to such places of interest as the Statue of Liberty, Chinatown, LaGuardia Airport, New York Historical Society, General Post Office.

Transportation and refreshments for picnics in Central Park Manhattan; Prospect Park, Brooklyn; Clove Park, Richmond.

Joshua Thomas,
Parent Program Supervisor

TABLE 17

POLICY ADVISORY STRUCTURE*

Center Parent Group Committee

1. Elect officers: Chairman, Vice Chairman, Secretary, etc.
2. Set dates, time and place of meetings.
3. Pass on to head teacher, suggestions and ideas to enrich the program.
4. Arrange with the head teacher for parent cooperation and involvement in the activities of the children.
5. With the assistance of the head teacher, secure a parents room suitable for meetings and informal discussion.
6. Provide parents with the machinery by which ideas, suggestions or grievances may be passed on to the head teacher and staff.
7. Elect two representatives to the Area Policy Advisory Committee.
8. Pass on any ideas which work at the Center level to the Area Policy Advisory Committee.
9. Serve as a clearing house of worthwhile ideas which will contribute to the program.

Policy Advisory Committees

1. Represent a cluster of school participation in Pre-School Child Development Program (see Special Circular #97)
2. Elect appropriate officers.
3. Set dates, time and place of meetings.
4. Serve as a clearing house of worthwhile ideas which can be conveyed to the individual center and the Policy Advisory which will have an overall constructive effect on the program.
5. Provide Center Committees with a procedure by which unresolved matters at the local level may either be resolved at the intermediate level or passed on to the city-wide Policy Advisory Council.

Policy Advisory Council

1. Set dates, time and place of meetings.
2. Elect appropriate officers.
3. Assist and participate in the implementation and execution of the program.
4. Serve as a clearing house of worthwhile ideas which will contribute to the program.
5. Establish a procedure by which unresolved matters at the local or intermediate levels are effectively handled at the city-wide level.

*Rufus B. Shorter, Assistant Coordinator of the Parent Advisory Program

TABLE 18

EXCERPTS FROM HEAD START CENTER NEWSLETTERS

1. Open letters from members of the staff of one center include these notes:

From two family workers:

"We asked the parents how did they feel about the Head Start Program in relation to their children:-

Quote - "My son wants us to ask the teacher how you make the meat?" (Hamburger)

"My child was such a baby and now he acts "big".

"My little girl only wanted to stay with her mama, now she wants to go outside and play with the children."

"My child only speaks Italian before, now he says mama learn English - I can say in English."

These are just a few of the many - but we thought these were typical of the growth of the children through language arts.

2. Bi-lingual sheets of useful phrases, including:

Me llamo _____ (Spanish)

Nor goy mare hi _____ (Chinese)

My name is _____ (English)

calculated to bridge the language gap for parents and staff.

3. Contributions by Head Start pupils, i.e.:

Children's responses to: NAME SOMETHING THAT'S BIG.

An elephant

A refrigerator

A big closet (by Marella)

A bed

A glass of milk

A container of milk is bigger (By Bernice)

TABLE 18 (cont'd)

My mommy is wrong. I am learning to do puzzles, to paint, to color. I am in learning school too!"

4. Descriptions of weekly activities at Centers, such as the following schedule:

"Dear Parents:

Once more we would like you to know some of the new activities our Head Start children have had this week. It certainly was a busy one!

Monday - A bus trip to the Financial District of New York City and then a ferry ride to Staten Island. We saw the Statue of Liberty on the way. An interesting visit to the local zoo (saw real snakes!!!). Picnic in Clove Lake Park.

Tuesday - Miss M's class was taken to the dental clinic. Congratulations to those who have completed their dental work!!!

Wednesday - Head Start parents saw the film "The Poor Pay More' and the Head Start children attended a block party in the school yard. Refreshments were served and there was a dance contest.

Thursday - Some children were taken to the dental clinic. In the evening, for the Head Start parents there was a demonstration on the use of cosmetics. This was followed by a marvelous concert. Refreshments were served.

Friday - The Head Start parents attended the film, "To Sir With Love" starring Sidney Poitier. They enjoyed it immensely."

TABLE 18 (cont'd)

A giraffe

A monster

A monster kills, (By Nathaniel)

NAME SOMETHING THAT'S LITTLE

An earring

A piece of candy

A mouse

A bug

A fish (By Marella)

"BRONX ZOO TRIP - By Mark, age 6 years

I went on the trip to the Bronx Zoo on August 11th.

We went on buses.

We saw zebras, lions and horses. The elephants, hippos, and long slimy snakes were fun to watch.

I also saw a large camel with two big bumps on his back. Camels can go without drinking water for a long, long time."

"LISTEN TO THE CHILDREN

Susan - I'm very smart because I ask a lot of questions.

Gary - Gary lost his tooth and asked to see the mirror. "I want to see my new tooth growing."

Sherlyn - Sherlyn saw a flag on the flagpole near the park that the class had visited. "Oh, look", she said, That's just like the one near our school."

Raymond - The children walked across a stone bridge during their visit to Highland Park. Raymond stopped to look. He asked, "How did the stones get stuck together?"

Tonya - My mommy is making a mistake. She said my older brother is in learning school and I am in playschool.

TABLE 18 (cont'd)

5. Head Start Housekeeping Hints:

"HEADSTART HOUSEKEEPING HINT

For easier ironing - dampen clothes, put in a plastic draw string bag, leave overnight in refrigerator."

6. Jokes and riddles:

"Farmer: What are you doing up in the tree, young fellow?"

Boy: One of your apples fell down, and I'm trying to put it back."

RIDDLES

"1. Why are flowers lazy?
2. What happens when 2 octopuses get married?
3. What do the ghosts drink?
4. How do you make gold soup?

- - -

1. They are always found in beds.
2. They go down the aisle arm in arm in arm.
3. Evaporated milk.
4. You put in 14 carrots.

7. Notices of parent meetings, classes, special activities, etc.:

a. "The Headstart Parents of P.S. ___ are having a clothing exchange on Thursday, August 17, 1967, beginning 12 p.m. through the afternoon - Room 213. All contributions to this affair will be appreciated. All donations must be clean and usable. You will be given script money in denominations of 56, 106, 256. Articles will be priced. Adults and children clothing. Household articles in good condition. Anyone with large articles contact Mrs. P."

b. "GREETINGS

The family assistants and family workers would like to add their comments to the first edition of the "Carousel".

We are gratified to see the progress of the Parent Advisory Committee Parliamentary procedures are observed at all meetings. As usual, we are always willing to give our assistance and guidance whenever asked. All of us are looking forward to the many wonderful and exciting events that the parents arranged .

TABLE 18 (cont'd)

The roster of the program is on page 7.

Sincerely,

Family Assistant - Prudence C.
Family Assistant - Connie G.
Family Worker - Amy F.
Family Worker - Lena M.
Family Worker - Michele G.
Family Worker - Anna R."

c. Note addressed to parents:

"WORLD FESTIVAL OF FOODS

Welcome to our festive luncheon! The Mothers of the Preschool program have given so much of their time in preparation for this wonderful occasion. Because of their efforts and devotion, and the cooperation and concern of the Staff and Aides, the ingredients for a successful affair were assured.

The receipes in this booklet were submitted by the mothers in the hope that you will prepare and enjoy them.

Thank you again for making this a memorable day.

Virginia R.
Luncheon Chairman"

(Incidentally, 35 different dishes were cooked and served on the day of the food festival - and the thirty-five recipes were mimeographed and distributed to families and staff.)

8. Invitations to special displays of the children's work produced at the Center:

"PROGRAMA ARTISTICO

QUERIDOS PADRES Y AMIGOS

Nosotros Hemos Estado Trabajando muy fuerte este verano. Hemos pintado, dibujado. Hemos hecho muchas cosas muy bonitas y Hemos gozado much le queremos invitar para que vengan a gozar con nosotros el Viernes Agosto 18 Salon 213.

Tod el dia.

LOS NINOS de HEAD START"

TABLE 18 (cont'd)

9. And finally, a Head Start evaluation by those who are able to speak most feelingly about the program, the children. Here is a sample from the Newsletter of responses to the question, "What do you like about school?":

"THE CHILDREN SPEAK

QUESTION - What do you like about school?

ANSWERS - trips - Marie H.
nice teachers - Clarice, Mary Jane
playing with: trucks - Michael
blocks - Edgar
dolls - Patty
puzzles - Maria
cars - Anthony
wood - James

going outside - - - - - Patty
watching our cater - pillars - - - - - - - - Miriann
looking at animal pictures - - - - - - - Maria
painting - - - - - - - - Rose Anne, Paula
listening to stories - - - - - - - - -Susan
singing - - - - - - - - -Maria
coloring - - - - - - - - Michelle
making pudding - - - - - James S.
making music - - - - - - Mary Jane
eating hot dogs - - - - Jimmy
tomato soup for lunch - - - - - - - - -Maria
ice cream for dessert - - - - - - - - -Anthony C."

APPENDIX B

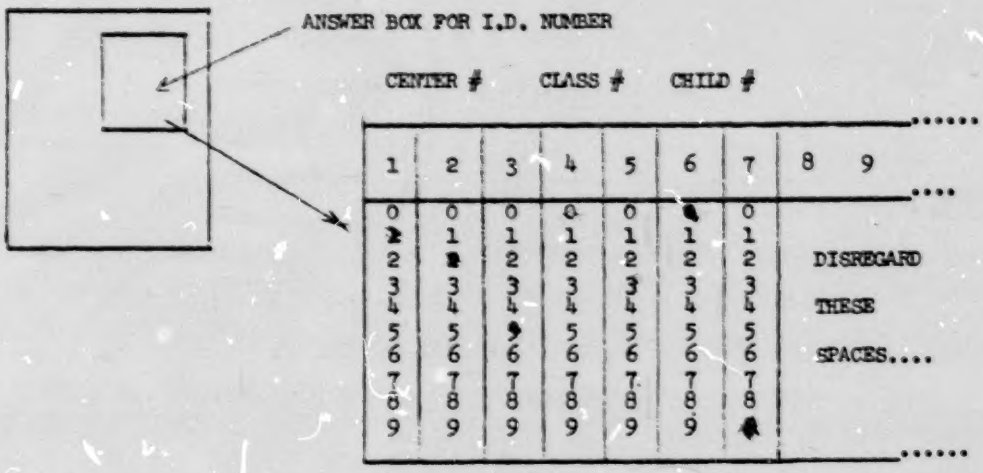
INSTRUMENTS

	Page
Master Instruction Sheet for Forms #1-6	B1
Form #1 - Assessment by Program Supervisors and Head Teachers	B3
Form #2 - Educational Theory and Philosophy and Vita: Head Teachers and Group Teachers	B5
Form #3 - Staff Data Form: Assistant Teachers, Teacher Aides, Family Workers, and Family Assistants	B8
Form #4 - Child Behavior and Information Summary	B10
Form #5 - Program Assessment and Equipment and Supplies	B12
Form #6 - Kindergarten Readiness: Group Teacher	B14
Child Growth and Development Form	B16
Letter to Parents	B18

APPENDIX B

MASTER INSTRUCTION SHEET

These forms must have a properly filled out I.D. #. In the upper right hand side of each blue and white answer sheet you will find an answer box which looks like this:



Group Teachers

On the outside of the envelope in which these forms were delivered to you is stapled a copy of your official roster. Above the upper left-hand side of the roster you will find your identification number. This I.D.# is to be blackened in the answer box on every answer sheet.

The first 3 digits of the I.D.# are your center number as found on the federal census form (we have changed the first character, which was R,S,T, or W, into a number). Fill this number into columns one, two, and three of the answer box.

The last two characters of the 5-digit I.D.# are your classroom number. Please fill in these two digits in columns four and five of each answer sheet. Thus, if the I.D.# on the roster were 12503, the answer box would be filled in as it is in the preceding diagram.

Form 4 and Form 6, both of which apply to individual children, also require a 2-digit child identification number. This # is the 2-digit number to the left of the child's name on the official roster; it should be blackened into columns six and seven in the answer box. (If the child's I.D. # is 09, it would be filled in as it is in the diagram.) When you do forms 4 and 6, just go down the list of children on the roster; if you don't have enough forms, do as many as you can.

Before distributing Form 3 to your classroom staff, please fill in the 5-digit I.D. # for them. In addition, you should blacken in column six of the answer box as follows:

For Assistant Teacher -- blacken in answer space 6
For Teacher Aides -- blacken in answer space 7
For Family Workers -- blacken in answer space 8
For Family Assistants -- blacken in answer space 9

Forms should have I.D. #'s as follows:

Form 1 I.D. # = Center # — 00 for Head Teacher; nothing for Supervisor

Form 2 I.D. # = Center # — Class # for Group Teachers; nothing for Head Teachers

Form 3 = Center # + Class # + 6, 7, 8, or 9 depending on which type of staff member

Form 4 = Center # + Class # + Child #

Form 5 = Center # + Class #

Form 6 = Center # + Class # + Child #

If it has not already been sent in, please include a copy of the Board of Education Growth and Development form in the envelope for your classroom's forms. All forms are to be returned in the envelope in which they were delivered to you.

If you have any questions, contact your Head Teacher or the Supervisor for your district.

Thank you very much for your assistance in this study.

FORM #1

INSTRUCTIONS: Use Pencil only. Do not use pen or ball point. Be sure each mark is dark and completely fills the space. Erase completely any mark you wish to change. Do not fold this form. Please answer all questions. Do not fill in your name on the answer sheet. If you have any questions, speak to your Group Teacher, Head Teacher or Supervisor. Make sure that the I.D. number has been filled in on all answer sheets.

PROGRAM SUPERVISOR'S ASSESSMENT

Please rate the following areas of your program as perceived by you in the centers in your district.

Your Sphere of Influence

1. Classroom Program
2. Auxiliary Services (Medical, psychological, welfare)
3. Lunch Program
4. Equipment and Supplies
5. Community Relationships

Supervision and Instruction

6. Of Group Teachers
7. Of Family Workers
8. Of Education Aides
9. Played Role in Pre-service Orientation

Problems Faced

10. Poorly Trained Personnel
11. Poor Relationships between Professional and Non-Professional Personnel
12. Poor Relationship between Center and Community
13. Shortage of Personnel
14. Shortage of Materials and Equipment
15. Better or Worse Organization over Summer 1966
16. Degree of Interdisciplinary Cooperation Observed.

20. Recommendations: To be written on back of answer sheet.

ASSESSMENT BY PROGRAM SUPERVISORS & HEAD TEACHERS

FORM #1

I.D. #

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YOUR SPHERES OF INFLUENCE	+++	++	+	0	-	--	---	
2 AUXILIARY SERVICES								2
4 EQUIPMENT								4
SUPERVISION								
6 GROUP TEACHERS								6
8 EDUCATION AIDES								8
PROBLEMS								
10 POOR TRAINING								10
11 PROF. ...ION-PROF.								
12 center–comm. rel.								12
13 SHORT PERSONNEL								
14 SHORT MATERIALS								14
15 ORGANIZATION								
16 INTERDIS. COOP.								16
17								
18								18
19								
20								20

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FORM #2

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EDUCATIONAL THEORY AND PHILOSOPHY AND VITA: Group Teacher

1.	Does this program facilitate your being the kind of teacher you, by training or commitment, want to be ?	Highly Facilitates	Moderately Facilitates	Low Facilitation

The following are a number of educational approaches suggested as useful in Head Start Classes. Would you rate these in terms of your current experience as being either well-suited to my group, somewhat useful with my group, or unsuitable to my group:

2. Highly Structured Program: teacher directed, with few choices left to children.
3. Montessori Program: prepared environment, with emphasis on materials for sensori experience, graded learning, self-teaching by individual child.
4. Deutsch Pre-Kindergarten: emphasis on language, stimulation through stories, language games, concepts are taught, and carefully arranged materials encourage cognitive processes.
5. Programmed Learning: use of "talking typewriter," non-human stimuli which reinforce learning through repetition, patient correction of mistakes, etc. --- largely individualized
6. Individualized Teaching: where environment is prepared to offer complete and varied "self-service" possibilities, and teachers work only with one child at a time where help is needed.
7. Whole Group Learning: where children adapt to working on the same thing at the same time, working in large numbers, where curriculum is offered sequentially, one activity at a time, rather than situation where several activities go on concurrently.
8. Psychological, Therapeutic Teaching: emphasis is on individual emotional needs, understanding of child's feelings, helping him to express and work out aggressiveness, etc. rather than to teach him in specific curriculum areas.

Pre-Service Orientation

Which parts of the pre-service training did you feel were most helpful in performing your work:

	Very Useful	Somewhat Useful	Not Useful
10. Curriculum workshops			
11. Lectures in child behavior and development			
12. Integrated planning with non-professional staff			

Teacher Vita

13. Priority Group: Which priority group were you listed as on your federal application form for Headstart? 1 2 3 4

14. Grade now teaching during year Pre-K Kind, 1 2 3 4 5 or 6

15. Number of years teaching 1 2-4 5-8 more than 8

16. Number of years experience teaching pre-kindergarten or kindergarten, other than summer program 1 2-4 5-8 more than 8

17. Educational Background BA BA+ MA MA+

DO NOT MARK ANY ANSWERS ON THIS INSTRUCTION SHEET

BLACKEN IN ALL ANSWERS ON ANSWER FORM

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PRINT YOUR NAME IN THE BOXES PROVIDED. THEN BLACKEN THE LETTER BOX BELOW WHICH MATCHES EACH LETTER OF YOUR NAME.

YOUR LAST NAME | YOUR FIRST NAME

I.D. #

EDUCATIONAL THEORY & PHILOSOPHY AND VITA: GROUP TEACHERS

BY HEAD TEACHERS.

FORM #2

OC 2440 ... Optical Scanning Corporation, ...

FORM #3

INSTRUCTIONS: Use Pencil only. Do not use pen or ball point. Be sure each mark is dark and completely fills the space. Erase completely any mark you wish to change. Do not fold this form. Please answer all questions. Do not fill in your name on the answer sheet. If you have any questions, speak to your Group Teacher, Head Teacher or Supervisor. Make sure that the I.D. number has been filled in on all answer sheets.

STAFF DATA FORM: Assistant Teachers, Teacher Aides, Family Workers
Family Assistants

		summer 1966	summer 1965	year-round program
1A.	Your previous Headstart experience:			
2A.	Age : blacken which age is closest to your own:	25yrs.	35yrs.	45+yrs.
3A.	Sex	Male	Female	

4A. How well did Headstart's Pre-Service Orientation prepare you for your current job?
5A. How many years of previous nursery school experience do you have?
6A. Marital Status--are your resently single, married, or divorced?
7A. Did you yourself attend pre-kindergarten or kindergarten:
8A. Did you finish elementary school?
9A. Did you graduate high school?
10A. Did you graduate college?
11A. Do you live in the same neighborhood as the Headstart project you are working with?
12A. Approximately what is your income each year?
13A. How many children do you have?

Do you think that, in general, Headstart has helped children to:
14A. Develop their speech abilities.
15A. Make them more at ease with others, both children and adults.
16A. Improve their physical coordination.
17A. Make them more emotionally mature.
18A. Get them ready to attend kindergarten.

Right Hand Side of Answer Form

1B. What is your ethnic Background? white Negro Puerto Rican
2B. Do you speak English fluently?
3B. Do you speak Spanish fluently?
4B. Do you speak Italian fluently?
5B. Do you speak any other language fluently?

Generally speaking, how much help and cooperation have you received from the following groups of people:

6B. Head Teachers
7B. Group Teachers
8B. Assistant Teachers
9B. Teacher Aides
10B. Family Workers
11B. Family Assistants

STAFF DATA FORM: ASSISTANT TEACHERS, TEACHER AIDES
FAMILY WORKERS, FAMILY ASSISTANTS 89

FORM #3

PRINT YOUR NAME IN THE BOXES PROVIDED, THEN BLACKEN THE LETTER BOX BELOW WHICH MATCHES EACH LETTER OF YOUR NAME.

YOUR LAST NAME | YOUR FIRST NAME

PLEASE DO NOT FILL IN YOUR NAME

I.D. #

DC 2440

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	1968	1965	YEAR ROUND		W	H	PR		
1 A. PREVIOUS EXPERIENCE								ETHNIC BACKGROUND	1 B.
2 A. AGE	25	35	45+		YES	NO		ENGLISH	2 B.
3 A. SEX	M	F						SPANISH	3 B.
4 A. PRE-SERVICE ORIEN.	WELL	MODERATE	POORLY					ITALIAN	4 B.
5 A. PREV. NURSERY EXP.	0	2	4+					OTHER	5 B.
6 A. MARITAL STATUS	SINGLE	MARRIED	DIVORCED		MUCH	AVG.	LITTLE	HEAD TEACHERS	6 B.
7 A. PRE-KIND. OR KIND.								GROUP TEACHERS	7 B.
8 A. ELEMENTARY	YES	NO						ASSISTANT TEACHERS	8 B.
9 A. HIGH SCHOOL	YES	NO						TEACHER AIDES	9 B.
10 A. COLLEGE	YES	NO						FAMILY WORKERS	10 B.
11 A. LIVE IN NEIGHBORHOOD	YES	NO						FAMILY ASSISTANTS	11 B.
12 A. ANNUAL INCOME	1000	2000	3000	4000	5000	6000	7000		12
13 A. # OF CHILDREN	0	1	2	3	4	5+			13
14 A. SPEECH DEVELOPMENT	YES	NO							14
15 A. SOCIAL ADJUSTMENT	YES	NO							15
16 A. PHYSICAL COOR.	YES	NO							16
17 A. EMOTIONAL MATUR.	YES	NO							17
18 A. KIND. READINESS	YES	NO							18
19									19
20									20

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FORM #4

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CHILD BEHAVIOR &

INFORMATION SUMMARY : Group Teacher

one for each child

Language

1A. Maturity of speech-baby talk, appropriate for kindergarten, precocious
2A. Improvement of speech during summer program
3A. Clarity and intelligibility of the child's speech
4A. Improvement of clarity of speech during summer program
5A. Acquisition of new words by the child
6A. Freedom from speech impediments--the child lisps, stutters, talks with thumb in mouth, etc.
7A. For bilingual children--comprehension of English
8.. Improvement of comprehension of English during summer program
9A. For bilingual children--use of spoken English
10A. Improvement of spoken English during summer program

Kindergarten Readiness Profile

Do you think that this child is ready for kindergarten in terms of:

1B. Language development
2B. Social adjustment-group living
3B. Motor ability-fine coordination (hold pencil, scissors, etc.)
4B. Motor ability-gross coordination
5B. Emotional ability and reasonable impulse control
6B. Predict, from your experience with this child, where you feel he will rank in his class next year

Behavior Pattern

12A. Cooperation during routines
13A. Understanding of general classroom routines
14A. Initiates activities
15A. Involvement with materials
16A. Length of attention span
17A. Constructive use of materials given to the child
18A. Ability to accept adult control
19A. Warmth of response to adults
20A. Child's age

Medical History

Has this child been given:

7B. Medical examination
8B. Psychological examination
9B. Dental examination
10B. How well have the child's parents participated in the child's Headstart experience?
11B. Sex of the child
12B. Ethnic background of the child
13B. What language does the child regularly speak?
14B. What is the child's previous school experience?

CHILD BEHAVIOR AND INFORMATION SUMMARY: GROUP TEACHER

B11

FORM #4

PRINT YOUR NAME IN THE BOXES PROVIDED, THEN BLACKEN THE LETTER BOX BELOW WHICH MATCHES EACH LETTER OF YOUR NAME.

YOUR LAST NAME | YOUR FIRST NAME

I.D. #

ONE FOR EACH CHILD

DC 2440

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LANGUAGE	BELOW AVG.	AVG.	SUPERIOR		BELOW AVG.	AVG.	SUPERIOR		
1A. MATURITY OF SPEECH								LANGUAGE	1B.
2A. IMPROVEMENT								SOCIAL ADJUSTMENT	2 B.
3A. CLARITY OF SPEECH								MOTOR v FINE COOR.	3 B.
4A. IMPROVEMENT								MOTOR – GROSS COOR.	4 B.
5A. NEW WORDS								EMOTIONAL MATURITY	5 B.
6A. IMPEDIMENTS					YES	NO		PREDICTED RANK	6 B.
7A. ENGLISH COMP.									7 B.
8A. IMPROVEMENT					YES	NO		PSYCHOLOGICAL EXAM	8 B.
9A. ENGLISH USAGE					YES	NO			9 B.
10A. IMPROVEMENT					GOOD	AVG	POOR	PARENTAL PART.	10 B.
11 EDUCATION PATTERN					M	F			11 B.
12A. ROUTINES COOP.					W	N	PR	ETHNIC BKGD.	12 B.
13A. ROUTINES UNDERSTAND.					ENG.	SP.	OTHER	LANGUAGE	13 B.
14A. INITIATIVE					PRE-K.	KIND.	NONE	PREVIOUS SCHOOL EXP.	14 B.
15A. MATERIALS NEEDED					1	2	3+	ORDINAL POSITION	15 B.
16A. ATTENTION SPAN					GOOD	POOR	DROPOUT	DAYS ATTENDED	16 B.
17A. CONSTRUCTIVENESS					1	2	3	PRIORITY LEVEL	17 B.
18A. ACCEPT ADULT CONTROL					YES	NO	P.A.	MOTHER WORKS	18 B.
19A. RESPONSE TO ADULTS					YES	NO	P.A.	FATHER WORKS	19 B.
20A. AGE	4	4½	5	5½	6	6½	7		20

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FORM #5

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PROGRAM ASSESSMENT: Group Teachers One for each Classroom

Language Development

1. Stories read or told to children
2. Stories told or dictated by children
3. Adult and children eat together and converse
4. Songs, especially naming colors, attributed, people, etc.
5. Telephones available and used by child and adult
6. Dramatic play materials: household, family, role-playing accessories, etc.
7. Planned 1-to-1 contacts between teaching personnel and children

Social Adjustment and Group Living

8. Children helped to be independent in self-help, housekeeping, clean-up
9. Children helped to wait turns with materials
10. Children helped to develop safe ways of travelling outside classroom (with partners, some awareness of safty crossing streets, etc.)
11. Children participate in preparing and serving snacks, etc.
12. Children helped to controlaggressive behavior toward adults, children, materials.
13. Children encouraged to care for class pets, plants, etc.
14. Allowance made for hyperactive children--places to be alone,and quiet, gross motor equipment for jumping, running, bouncing, etc. to work off steam

Self-Esteem

15. Children encouraged to use dress-up clothes, use mirror
16. Teacher protects physical safety of children from dangerous equipment or child aggression and takes physical care of children (nose-wiping, buttoning, hair combing)
17. Children's work is admired, displayed, shown to parents, regularly changes
18. Photographs and tape recordings of children are taken, displayed, etc.
19. Children are encouraged to speak to the group or to adults about their families, their activities outside of school, etc. - they are encouraged to bring in special treasures from home
20. Mothers, siblings, etc. are invited to visit class, join in trips, etc.

PROGRAM ASSESSMENT & EQUIPMENT AND SUPPLIES: GROUP TEACHER B13

FORM #5

ONE FOR EACH CLASSROOM

I.D. #

PRINT YOUR NAME IN THE BOXES PROVIDED, THEN BLACKEN THE LETTER BUB BELOW WHICH MATCHES EACH LETTER OF YOUR NAME.

YOUR LAST NAME | YOUR FIRST NAME

DC 2440

TEACHERS COLLEGE-COLUMBIA UNIVERSITY

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INSTRUCTIONS

USE PENCIL ONLY, DO NOT USE PEN OR BALL POINT. BE SURE EACH MARK IS DARK AND COMPLETELY FILLS THE SPACE. ERASE COMPLETELY ANY MARK YOU WISH TO CHANGE. DO NOT FOLD THIS FORM.

PROGRAM ASSESSMENT	DAILY OCCUR.	OCCAS. OCCUR.	RARELY OCCUR.	ADEQUATE	LIMITED	NOT ADEQUATE	EQUIPMENT & SUPPLIES	
1A. STORIES READ							BLOCK BLDG.	1B.
2A. STORIES BY CHILD							DRAMATIC PLAY	2B.
3A. EAT TOGETHER							WATER-PLAY	3B.
4A. ATTRIBUTE SONGS							TABLE GAMES	4B.
5A. TELEPHONES							WOODWORKING	5B.
6A. DRAMATIC PLAY							MUSIC RYTHMS	6B.
7A. 1-TO-1 CONTACTS							LANGUAGE DEV.	7B.
8A. INDEP. CLEAN-UP							ARTS & CRAFTS	8B.
9A. WAIT TURNS							SCIENCE	9B.
10A. SAFE TRAVEL							COOKING	10B.
11A. PREPARE FOOD							TOILET FACILITIES	11B.
12A. CONTROL AGGRESSION							SINK FACILITIES	12B.
13A. CARE FOR PETS							OUTDOOR PLAY AREA	13B.
14A. HYPERACTIVE ALLOW							CLASSROOM	14B.
15A. DRESS-UP ENCOUR.								15
16A. PHYSICAL SAFETY								16
17A. CHILDREN'S WORK								17
18A. PHOTOGRAPHS								18
19A. SPEAK ABOUT HOME								19
20A. MOTHERS INVITED								20

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FORM #6

INSTRUCTIONS: Use I ncil only. Do not use pen or ball point. Be sure each mark is dark and completely fills the space. Erase completely any mark you wish to change. Do not fold this form. Please answer al questions. Do not fill in your name on the answer sheet. If you have any questions, speak to your Group Teacher, Head Teacher, or supervisor. Make sure that the I.D. number has been filled in on all answer sheets.

KINDERGARTEN READINESS: Group Teacher

one for each child

On the answer sheet you will find 20 pairs of adjectives opposite each other (Example: Number 1:

Uncertain ☐ ☐ ☐ ☐ ☐ ☐ ☐ Sure

Between each pair of adjectives are seven boxes. You are to blacken in the space (making sure to fill in only one space for each pair of adjectives) which closest describes the child in relation to his kindergarten readiness. The closer to the word the space blackened, the more you feel that word rather than the opposing adjective describes the child.

There are no right or wrong answers; do not get hung up on trying to relate to the child in terms of these words. We are interested in your spontaneous reaction, so don't struggle over each pair of adjectives trying to reach a decision. Please answer all 20 items.

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KINDERGARTEN READINESS: GROUP TEACHER B15

FORM #6

EACH CHILD

I.D. #

PRINT YOUR NAME IN THE BOXES PROVIDED. THEN BLACKEN THE LETTER BOX BELOW WHICH MATCHES EACH LETTER OF YOUR NAME.

YOUR LAST NAME | YOUR FIRST NAME

DC 2440 — OPTICAL READING CORPORATION

INSTRUCTIONS

USE PENCIL ONLY. DO NOT USE PEN OR BALL POINT. BE SURE EACH MARK IS DARK AND COMPLETELY FILLS THE SPACE.

ERASE COMPLETELY ANY MARK YOU WISH TO CHANGE. DO NOT FOLD THIS FORM.

1	UNCERTAIN								FIRE	1
2	THICK								THIN	2
3	SAFE								UNSAFE	3
4	SIMPLE								COMPLICATED	4
5	OPEN								CLOSED	5
6	DULL								INTERESTING	6
7	SLOW								FAST	7
8	UNPREDICTABLE								PREDICTABLE	8
9	HARD								EASY	9
10	CALM								EXCITABLE	10
11	CHAOTIC								ORDERED	11
12	HOT								COLD	12
13	SOFT								HARD	13
14	MASCULINE								FEMININE	14
15	UNPLEASANT								PLEASANT	15
16	BAD								GOOD	16
17	LARGE								SMALL	17
18	FAMILIAR								STRANGE	18
19	CARELESS								CAREFUL	19
20	HAPPY								SAD	20

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PRESCHOOL CHILD DEVELOPMENT PROGRAM
BOARD OF EDUCATION OF THE CITY OF NEW YORK

Alice R. Harwood, Coordinator

SUMMER PRESCHOOL CHILD DEVELOPMENT CENTER P.S._____Borough_____

NAME_____ DATE OF BIRTH_____

HOME ADDRESS_____Apt.#_____TELEPHONE#_____

PARENT OR GUARDIAN_____

The following items are some of the expectations of accomplishment held for the child in the Summer Preschool Child Development Program. All children may not have reached full expectation in the seven weeks' period. Please check ( ) only those items in which the child has demonstrated proficiency. Under item VI, please indicate any special talent the child has shown. Items ( ) are expectations for children entering first grade.

	First Week	Last Week
I. SOCIAL DEVELOPMENT		
1. Knows official first and last name.		
2. Knows home address.		
3. Knows age in years.		
4. Knows names of adults in his home.		
5. Knows and uses names of adults in classroom.		
6. Identifies self as boy or girl.		
7. Likes school.		
8. Attends school regularly.		
9. Makes friends in school.		
10. Exercises reasonable self-control.		
11. Feels secure in his ability to achieve.		
12. Uses forms of polite usage: e.g., please - thank you.		
13. Accepts and follows school routines.		
14. Accepts responsibilities in school.		
15. Speaks freely to peers and adults in school.		
II. INTELLECTUAL DEVELOPMENT		
1. Expresses curiosity.		
2. Thinks critically.		
3. Remembers and applies certain learnings.		
4. Recognizes and names objects in classroom.		
5. Names and groups things that go together.		
6. Sees likenesses and differences in shapes, sizes, colors.		
7. Has developed certain concepts: e.g., up-down		
8. Identifies common sounds, e.g., clapping, peoples' voices, auto horns.		
9. Listens and responds to music.		
10. Enjoys stories, picture books, verse.		
11. Consistently holds picture book right side up.		
12. Turns pages from upper right hand corner.		
13. Builds creatively with blocks.		
14. Participates in dramatic play.		
15. Likes to draw, paint, paste, etc.		
16. Speaks in sentences.		
17. Relates ideas in sequence.		
18. Pronounces sounds distinctly.		
19. Listens with interest to explanations.		
20. Narrates own experiences.		
21. Memorizes and sings simple songs.		
22. Uses descriptive adjectives.		

PRESCHOOL CHILD DEVELOPMENT PROGRAM
BOARD OF EDUCATION OF THE CITY OF NEW YORK

III. PHYSICAL DEVELOPMENT	First Week	Last Week
1. Is toilet-trained.		
2. Has muscular coordination.		
3. Handles classroom materials with ease.		
4. Uses two feet alternately in going up and down stairs.		
5. Ties own shoelaces.		
6. Feeds self.		
7. Has good posture.		

IV. HEALTH AND SAFETY HABITS	First Week	Last Week
1. Knows correct way to cross street.		
2. Knows what to do if lost.		
3. Recognizes community helpers, e.g., policeman, fireman.		
4. Washes hands before eating and after using toilet without a reminder.		
5. Tries foods strange to him.		
V. SPECIAL TALENT		

LETTER TO PARENTS

BEHAVIORAL SCIENCES CENTER, INC.
2852 Broadway, New York 10025

September 12, 1967

Dear Parents:

Your child attended the Head Start Program this summer at P.S. _____. We are interested in finding out how you feel about the program, and whether or not you feel it benefitted your child.

These are some of the questions we are interested in having answered:

Do you feel the program was well run?

Do you feel your child made progress?

Do you feel the program will help your child in school during the year?

Do you feel that the program offered <u>you</u> something, provided you with services that were useful?

Any other comments you would like to make will be appreciated.

Please write on the <u>back</u> of this sheet your honest opinion of the Head Start program. You do not have to sign your name. But we would be grateful if you will send in your comments within the next few days, as we would like

to include parents' opinions in the final evaluation report of the summer Head Start program throughout the city.

Thank you very much for your help.

(Signed) A.A. Chaplan, M.D., Ph.D.
Principal Investigator

(Signed) Joan Platoff, Ph.D.
Principal Investigator

APPENDIX C

Staff List

Evaluation Co-chairmen
Abraham A. Chaplan, M.D., Ph.D.
Joan Platoff, Ph.D.

Administrative Assistant
Robert Kagan, Columbia College

Consultants
Sheldon R. Roen, Ph.D., Psychological Consultation Center
Teachers College, Columbia
Alan J. Burnes, Ed.D., Behavioral Sciences Center

Individual Testing
Michael Bramante, M.A., Psychologist, Bellevue Hospital

Psychological Interpretation
Myra Balinson, M.A., Psychologist, St. Luke's Hospital

Statistics and Data Processing
E. Belvin Williams, Ph.D., S.C.O.R.E., Inc.
Robert Tannenbaum, S.C.O.R.E., Inc.

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Health Organization

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